

The Relationship between Teacher Leadership and Campus Culture in China: Towards Enhancing the Quality of Campus Students' Life

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Abstract: Higher education plays a pivotal role in modern society. Not only individuals equip with knowledge and skills but also shapes the future of the community. Higher education institutions globally are continuously striving to enhance their educational quality to meet the needs of students and society. However, higher education is more than just the delivery of courses and materials; it encompasses a myriad of factors, including faculty leadership and campus culture. A profound analysis of faculty leadership, campus culture, and students' quality of life in relation to higher education satisfaction can provide invaluable insights and recommendations for decision-makers in higher education. This study also aids in elevating the administrative standards of educational institutions, thus enhancing educational quality and student satisfaction. Ultimately, this contributes to the ongoing development and refinement of China's higher education system, offering students a superior educational experience and making a significant contribution to societal advancement.

Keywords: Higher Education; Faculty Leadership; Campus Culture; Standards of Educational Institutions; Student Satisfaction.

1. Introduction

Higher education plays a pivotal role in modern society. Not only individuals equip with knowledge and skills but also shapes the future of the community. Higher education institutions globally are continuously striving to enhance their educational quality to meet the needs of students and society. However, higher education is more than just the delivery of courses and materials; it encompasses a myriad of factors, including faculty leadership and campus culture.

Satisfaction in higher education is one of the essential metrics for assessing educational quality. It is not solely about the individual experience of students but also pertains to the development of society as a whole. Faculty leadership and campus culture are among the key factors impacting this satisfaction. They directly influence students' learning experiences and quality of life. Faculty leadership transcends the pedagogical role in the education process, encompassing the faculty's motivational abilities, interpersonal skills, and innovative teaching methods. Campus culture comprises the ambiance, values, social interactions, and administrative culture of the institution, collectively shaping the student's on-campus experience. Therefore, understanding the influence of faculty leadership and campus culture on higher education satisfaction is paramount.

Additionally, the quality of life for university students is a pivotal determinant of higher education satisfaction. A university is not just a learning environment but also a space for student growth and development. Improving the quality of life for university students can elevate their sense of well-being and satisfaction, assist in coping with academic stress, and enhance academic performance. As such, focusing on elevating the quality of life for university students serves as a comprehensive approach to enhancing the higher education experience.

Research suggests that a profound analysis of faculty leadership, campus culture, and students' quality of life in relation to higher education satisfaction can provide invaluable insights and recommendations for decision-makers in higher education. This study also aids in elevating the administrative standards of educational institutions, thus enhancing educational quality and student satisfaction. Ultimately, this contributes to the ongoing development and refinement of China's higher education system, offering students a superior educational experience and making a significant contribution to societal advancement.

Wang and Zhu (2020) emphasized the importance of valuing research on the development of teacher leadership among ordinary educators, focusing on how to nurture teacher leaders and what factors impact their development. They highlighted the shortcomings in the existing research on teacher leadership within the Chinese educational context, particularly the absence of universally accepted definitions. Furthermore, Wang et al. (2019) identified a predominant focus in leadership research on external evaluation, measurement, and analysis, neglecting the significant influence of school quality and context on teachers' professional growth and leadership development. Consequently, this study employed a mixed-method approach to investigate teacher leadership and address the current research gaps. Specifically, it aimed to expand understanding within the Chinese educational landscape regarding: a) the characteristics of teacher leadership, and b) how the opportunities presented by the school environment shape teachers' ability to demonstrate leadership in China. Faculty leadership holds paramount significance in higher education. The quality of instruction, motivational capabilities, and interpersonal prowess of faculty directly impact students' learning experiences and academic achievements. Institutions with positive faculty leadership can ignite students' learning

enthusiasm, offer a more challenging and diversified educational experience, and thus heighten their satisfaction with higher education.

Culture encompasses a multitude of meanings, as elucidated by the students in the survey conducted by Portillo (2023). It embodies one's origins and forms the essence of individual identity, encompassing traditions, customs, languages, dietary preferences, and musical inclinations without any sense of shame. It encapsulates all aspects of existence, including art, beliefs, and conduct. Culture serves as a mode of self-expression, delineating one's uniqueness amidst others. It is crucial to acknowledge that culture signifies one's roots, albeit subject to updates or modifications over time. Professor D attested to this notion, acknowledging culture's perpetual evolution. This evolution may stem from cultural coexistence or adaptation to the prevailing norms of a particular society. Aslan (2022) further elaborates on cultural equivalences, encompassing values, attitudes, beliefs, customs, traditions, heritages, contributions, experiences, and perspectives. Additionally, culture may manifest as behavioral patterns, racial identity, religious affiliation, nationality, occupation, and language, all of which contribute to an individual's or group's identity. Teacher A shares this perspective, regarding culture as an integral aspect of a student's identity, deserving recognition and the opportunity for expression.

Faculty leadership and campus culture are crucial factors affecting satisfaction in higher education in China. Together, they establish the educational experience and living environment for students. Understanding and optimizing these two facets are essential for enhancing the quality and satisfaction of higher education. The study will delve deeper into faculty leadership, campus culture, and higher education satisfaction, as well as strategies for improving the quality of life for university students. This will offer a comprehensive understanding of their interplay, providing valuable background information and theoretical support for future researchers, ensuring the realization of the objectives of this study.

The study of teacher leadership traces its origins back to the early 20th century. Initial research primarily focused on the roles and responsibilities of school leaders, emphasizing the principal's leadership role in school management and educational reform. The research on campus culture has its roots in the 1960s. Originally, studies in this domain mainly centered on the relationship between school organizational structures and culture, stressing the influence of school culture on the campus atmosphere and student behavior. Research on higher education satisfaction began in the 1970s, with early studies mainly focusing on student satisfaction, exploring their perceptions of educational quality and campus environment. As society placed increasing importance on higher education, the scope of research expanded to include the satisfaction of various stakeholders like students, teachers, campus leaders, and policymakers. Internationally, research on higher education satisfaction has resulted in a series of theoretical models and measurement tools designed to evaluate various dimensions of satisfaction. In China, research on higher education satisfaction has been on the rise. Researchers are examining student academic satisfaction, life satisfaction, and job satisfaction, as well as their relationships with educational quality, curriculum design, and teaching methods. Research on higher education satisfaction provides invaluable feedback for Chinese universities, aiding in the

enhancement of educational quality and institutional management. Moving forward, research on higher education satisfaction in China will continue to evolve to better cater to the ever-changing educational demands.

Studies on teacher leadership, campus culture, and higher education satisfaction all aim to provide key insights and strategies to improve the quality of life and academic performance for university students. Rooted in the holistic development and well-being of students, this research area strives to create an educational environment more beneficial to students.

Research on higher education satisfaction seeks to comprehend students' feelings and levels of contentment with their university experience. By measuring aspects such as academic satisfaction, life satisfaction, and job satisfaction, researchers can identify areas of improvement and problematic domains. This research assists educational institutions in better understanding student needs, delivering superior support and services. Continuously refining educational quality, campus environment, and student support systems, research on higher education satisfaction can elevate the overall quality of life for students, providing them with a richer and more fulfilling university experience.

2. Significance of the Study

The significance of this research is very significant, and the research will help the following:

Students. As schools and teachers make adjustments based on the research findings, students enjoys a better learning experience and a higher quality of life Teachers. The research help teachers understand how their leadership influenced student satisfaction, allowing them to adjust their teaching strategies. The study may have revealed relationships between certain teaching methods and higher satisfaction, thus prompting curriculum planners to adopt more effective teaching techniques.

Curriculum Planners. Understanding how campus culture and teacher leadership impacted student satisfaction helps curriculum planners design and adjust course content to better meet students' needs and expectations.

Future Researchers. The study clarify potential research directions for future researchers, especially in leadership, campus culture, and academic achievement in higher education.

3. Definition of Terms

The following presents the operational definitions of these terms as use in this study:

Teacher leadership. In this study it encapsulates a holistic capability, encompassing guiding, motivating, and influencing students, colleagues, and other educational stakeholders towards realizing educational objectives and fostering the comprehensive growth of students.

Teaching Methods. Teaching methods refer to strategies and means employed by educators during the instructional process to achieve predetermined educational goals. This encompasses how educators organize classrooms, present content, interact with students, and assess their learning outcomes.

Student Engagement. Student engagement signifies students' proactive involvement and interaction throughout their learning journey. This engagement delves deep into cognitive, emotional, and behavioral facets of student

involvement.

Motivation. Motivation embodies the internal or external elements propelling individuals towards specific objectives. In educational and occupational contexts, motivation intertwines with personal drive, aspirations, and goals. It can emanate from intrinsic factors like personal interests or satisfaction or extrinsic ones like rewards or feedback.

University campus culture. It can be defined as the internal values, beliefs, shared expectations, and practices within higher education institutions, along with the distinctive atmosphere of the campus community, collectively shaping the character and academic environment of the campus.

The overall atmosphere. The collective ambiance and prevailing mood that permeates the entire university campus, encompassing social, cultural, and educational aspects, which collectively shape the overall environment and influence students' academic experiences and performance.

Teacher student relationship. It can be defined as the interpersonal connection and interactions between educators (teachers or professors) and their students within a higher education setting, encompassing the quality of communication, mutual respect, support, and engagement that significantly influence the students' learning experiences, academic outcomes, and overall well-being.

Integration of mission, vision, and values. It refers to the cohesive alignment and effective blending of a higher education institution's educational mission, long-term vision, and core values, which guide and inform the strategic decisions, policies, and practices of the institution.

Learning opportunity. It can be defined as the various educational experiences, resources, and environments provided within a higher education institution that offer students the chance to acquire knowledge, develop skills, and engage in academic and personal growth.

Student relationship. It can be defined as the interpersonal connections and interactions between students and their peers, educators, and the broader university community Academic achievements. It refer to the measurable outcomes of a student's educational journey in higher education, including accomplishments such as grades, test scores, research publications, and successful completion of academic programs.

Students' quality of life.It refers to the overall well-being, satisfaction, and the extent to which students experience a positive and fulfilling life during their higher education journey.

4. RESULTS AND ANALYSIS

This chapter contains a tabular representation of the data collected, as well as its analysis and interpretation. The conclusions in this section are based on a statistical analysis performed with SPSS version 27.

The research questions posted in this study are revisited. As a result, the findings, as well as their interpretation and analysis, are presented.

Profile of the university student- respondents

Presented in the table are the profile of the respondents as to sex, grade level, age, and major. As to sex, majority are females with 345 or 60.40%. As to grade level, majority are freshman, 273 or 47.80%. As to age, majority are from the age group 20 and below, 355 or 62.20%. As to major, majority are into education, 247 or 43.30%. This means that there is a diversity of respondents which could denote varied standpoints towards the thesis of the study.

Table 1. Profile of the Respondents

	Profile	Frequency	Percent
Sex	Male	226	39.60
	Female	345	60.40
	Total	571	100
Grade Level	Freshman	273	47.80
	Sophomore	139	24.30
	Junior	107	18.70
	Senior	52	9.10
	Total	571	100
Age	20 and below	355	62.20
	21-22	192	33.60
	23-24	24	4.20
	Total	571	100
Major	Science and Engineering	100	17.50
	Humanities	61	10.70
	Education	247	43.30
	Medicine	22	3.90
	Others	141	24.70
	Total	571	100

5. Conclusion

Based on the findings of the study, the following are concluded:

1.The respondents come from diverse profile which denote varied standpoints towards the thesis of the study.

2.The findings on the teachers' leadership in teaching methods, student participation, motivation, and support reveal a consensus among respondents, indicating a moderately high level of satisfaction with these aspects of instruction, underscore the significance of effective teacher practices in fostering an engaging and supportive learning environment.

3.The analysis of teachers' leadership across various demographic factors suggests a consistent perception of teachers' leadership regardless of demographic characteristics among the respondents.

4.The assessment of campus culture, encompassing dimensions such as overall atmosphere, teacher-student relationship, integration of vision, mission, and values, learning opportunities, and student relations, suggests a positive perception among respondents regarding the university's environment and its various facets, crucial for fostering a conducive learning and developmental atmosphere.

5.The assessment of campus culture across different demographic variables implies a consistent perception of campus culture regardless of demographic characteristics among the respondents, emphasizing the universality of their views on the university environment.

6.The integral relationship between effective teacher leadership and the overall quality of the university environment, underscoring the importance of nurturing strong leadership practices for fostering a positive campus culture, is highlighted in this study.

7.The academic experience at the university places a strong emphasis on preparing students for their future careers by focusing on aspects such as building a solid foundation for career goals, providing clarity and direction, fostering professional skill development, integrating theory and practice, offering mentorship and support, prioritizing research and innovation, and ensuring preparation for future

success. These elements collectively contribute to a comprehensive educational approach aimed at equipping students with the necessary tools and knowledge for their professional endeavors.

8.The university's support towards academic development and skill acquisition collectively enhance the educational experience and contribute to the holistic growth and success of students.

9.The university's support systems and resources aimed at promoting students' mental health and social inclusion encompass comprehensive initiatives are designed to foster a supportive and inclusive environment conducive to the holistic wellbeing and success of all students.

10.The university's commitment to promoting physical health and wellbeing among its students is a reflection of a comprehensive strategy aimed at supporting the overall health and wellness of the student body.

6. Recommendations

Based on the conclusions of this study, the following are recommended:

1.Provide continuous professional development opportunities for teachers to enhance their skills in teaching methods, student engagement, motivation, and support, reinforcing the positive perception of instructional practices.

2.Implement diversity and inclusion training programs for faculty to ensure equitable practices across all demographic groups, maintaining consistency in teachers' leadership perception.

3.Develop initiatives to improve campus culture, focusing on atmosphere, relationships, values integration, learning opportunities, and student relations to further enhance the positive environment.

4.Offer demographic-specific support programs to address unique needs, ensuring inclusivity and equity across student populations while recognizing the universal perception of campus culture.

5.Invest in leadership programs for faculty to cultivate effective leadership practices, acknowledging the crucial role of teacher leadership in shaping campus culture.

6.Expand career readiness initiatives to provide additional resources and experiences for students, preparing them comprehensively for future careers.

7.Strengthen academic support services to facilitate skill acquisition and academic development, contributing to students' holistic growth and success.

8.Increase access to mental health resources to promote student wellbeing and social inclusion, addressing diverse mental health needs effectively.

9.Invest in physical health facilities and programs to support overall wellbeing, promoting a culture of health and wellness on campus.

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