

The Influence of Teacher Transformational Leadership in the Classroom Aimed at Enhancing Students' Performance

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Abstract

Due to the inherent disparities between Chinese and Western cultures, individuals hold distinct ideas, beliefs, and values. To navigate these variances effectively, educators must embrace transformational leadership principles and devise optimal teaching methodologies to enhance English language learning outcomes. The divergence between Chinese and Western cultural paradigms constitutes a pivotal consideration, warranting meticulous attention within the English classroom. This paper endeavors to delve into the nuances of these cultural disparities and their impact on English language instruction. By scrutinizing these distinctions and their correlation with teachers' adoption of transformational leadership strategies, viable solutions can be discerned.

Keywords

Cultural differences between China and the West, English classroom teaching, Teacher transformational leadership, Influence, Method.

1. Introduction

The transformational leadership style exhibited by teachers encapsulates a behavioral inclination towards fostering elevated learning objectives. This approach involves making students cognizant of the significance inherent in the tasks they undertake and instigating a focus on high-level needs. Rooted in the ecosystem theory, teachers' leadership style stands as an integral component of students' developmental journey. It exerts a profound influence on students, serving as a pivotal environmental factor that significantly shapes their growth. The impact extends to guiding students in their perceptions, thought processes, and the overall classroom atmosphere, thereby influencing their intrinsic motivation. Notably, teachers' transformational leadership style plays a pivotal role in shaping students' self-cognition and evaluation. This is achieved through intellectual stimulation and personalized care, which contribute to altering students' self-confidence and emotional experiences. Furthermore, it serves to recalibrate their inclination towards achievement motivation, prompting students to harbor more positive expectations for the future. The result is an optimistic attitude that empowers students with a positive force to enhance their learning input. Hence, the transformative nature of teachers' leadership style is instrumental in orchestrating a symbiotic relationship between high school students' achievement motivation and optimism, ultimately fostering heightened learning engagement.

2. An Analysis of the Influence of Cultural Differences between China and the West on English Classroom Teaching

2.1. Different ways of thinking on the impact of classroom teaching

There exist numerous distinctive concepts within Chinese culture, deeply rooted in its traditional heritage. Chinese individuals are adept at holistic thinking, contrasting sharply with

Western cultures that often prioritize meticulous attention to individual details. The Chinese excel in theoretical analysis, while Western societies lean towards a greater emphasis on practical application. Within Chinese cultural frameworks, one encounters prevalent ideals of pursuing virtue and embracing nothingness, contrasting starkly with the Western emphasis on pragmatism. The variance extends to educational ideologies, presenting a stark departure from traditional teaching methodologies. This contrast is evident in teaching approaches, methodologies, and examination processes. Consider, for instance, the realm of business English writing, specifically the composition of inquiry letters. In China, educators, textbooks, or teaching consultants conventionally commence with theoretical foundations. They meticulously expound upon the entire process, delving into contents, requirements, examples, sentence enhancements, post-lesson exercises, and summarizations pertaining to the inquiry letter. This method largely sidesteps practical applications, focusing primarily on theoretical comprehension. Practical resources such as materials, videos, or software are notably scarce in the Chinese educational landscape. In stark contrast, Western instructors adopt a practical approach, often incorporating simulation software or instructing students to engage with relevant videos. The emphasis is on making students grasp the necessity of composing an inquiry letter before delving into theoretical sample exercises. While the Chinese teaching approach imparts students with a robust foundation of knowledge and refined language skills, it falls short in nurturing practical application abilities. This deficiency becomes particularly pronounced as theoretical knowledge accumulates, and opportunities for practical engagement diminish. Consequently, students may struggle to distinguish theoretical concepts from practical implementation, resulting in a notable weakness in their operational proficiency[1]. The Western-style teaching approach boasts a notable strength in fostering students' robust practical abilities. This is achieved through hands-on experiences where students personally engage with and apply theoretical concepts, often culminating in practical experiments. However, a potential drawback lies in the risk of students neglecting theoretical research due to an overemphasis on practical application. This imbalance may lead to a shortfall in acquiring comprehensive theoretical knowledge.

2.2. The impact of different values on classroom teaching

2.2.1. Personality differences

The primary facet of the American personality is the relentless pursuit of flexibility, a trait deeply ingrained in its essence. Secondly, Americans place a premium on taking decisive action, showcasing robust execution skills. Thirdly, there is a profound emphasis on equal opportunities, fostering a belief that everyone should be treated on an equal footing. In contrast, the Chinese personality is distinguished by humility, underscored by a commitment to unity and cooperation, and a profound respect for individual differences. Consequently, within the classroom setting, Chinese educators often perceive their perspectives as the norm, leading students to comply obediently. For instance, in a cross-cultural discussion class involving Chinese and Western influences, the class dynamic diverges. American instructors actively participate in students' discussions, while their Chinese counterparts reserve their opinions until after students have expressed theirs. In moments of disagreement between educators and students, American students courageously voice their perspectives, fostering an environment conducive to creativity. Conversely, Chinese students lean towards aligning with their teachers' viewpoints, inadvertently suppressing their creativity and stifling imaginative thinking.

2.2.2. Differences in teaching evaluation standards

Western educational philosophy asserts that teaching devoid of students' active participation is considered ineffective. In contrast, the Chinese education system places a strong emphasis on students' mastery of knowledge. Consequently, Western-style classrooms prioritize students' assessment of the learning process, while Chinese classrooms prioritize students'

learning outcomes, particularly enrollment rates and passing grades. In the context of middle school English classes, students' affinity for the subject during lectures, exercises, and exams is often determined by their performance in exams rather than the specific content. This practice has the potential to significantly impact students' interest in learning. Western-style classrooms excel in stimulating students' curiosity through a focus on the essence and application of language, leading to heightened classroom engagement, improved efficiency, and enhanced academic performance.

2.2.3. Differences in family education

Western family education emphasizes the cultivation of children's self-reliance, self-improvement, and independent thinking. In contrast, Chinese family education tends to organize and manage various aspects of a child's life, including academics, daily activities, and even career choices. Consequently, the methods and outcomes of child-rearing in China and the West diverge significantly. For instance, when instilling the virtue of perseverance, Western parents may choose to engage with their children through shared experiences, such as watching a film like "Fog." This movie narrates the tale of a hero leading townspeople through a fog, where the fog symbolizes the uncertainties in life, and the monsters within represent life's challenges. The act of escaping without succumbing to death signifies the resilient attitude people should adopt when faced with difficulties. The film concludes on an unconventional note, as those who successfully escape opt for suicide due to uncertainty about the future, highlighting the idea that people may contemplate giving up when despair strikes. However, the arrival of the rescue team symbolizes hope. The underlying theme of the movie is to convey the message of never surrendering, encouraging parents to discuss these ideas with their children and ultimately allowing the children to deduce the importance of perseverance and resilience. In contrast, Chinese parents often directly instruct their children on what to do and may even take over tasks that the children should be handling independently. This hands-on approach can be observed in the classroom, where the impact of family education becomes evident. Without the guidance of teachers, students may encounter learning challenges, leading to feelings of loss, anxiety, and disorientation. The contrast in educational approaches between China and the West highlights the distinct philosophies and values embedded in each culture's approach to raising and educating children.

3. Chinese and Western Cultural Differences on the Impact of English Classroom Teaching Countermeasures

3.1. Teachers fully applying transformational leadership

Teachers ought to carefully select a textbook infused with rich cultural details, placing a significant emphasis on fostering students' comprehension of cultural backgrounds during lessons. Additionally, they should remain attuned to the specific context of the course. Teachers should assimilate the quintessence of Western education, amalgamate the strengths of Chinese pedagogy, explore teaching methodologies tailored to students' needs, and harness the full extent of teachers' leadership in fostering transformation. For instance, in a Gift Giving class, educators can delve into the intricacies of composing wedding invitations, elucidating the distinctions between Western-style weddings and Chinese weddings. This approach enables students to gain a deeper understanding of Gift Giving content, thereby minimizing the likelihood of encountering awkward situations in the future.

It is essential to recognize the differing educational philosophies, with the West prioritizing practical application and China leaning towards theoretical foundations. A balanced approach involves assimilating the merits of Western education while capitalizing on the strengths of Chinese education to formulate teaching methods tailored to students' needs. In a literacy class, for instance, educators can seamlessly integrate theoretical knowledge with real-life practice.

Grouping students to discuss specific and emblematic cultural differences between China and the West, such as familial relationships and individual personalities, fosters independent thinking and promotes group discussions. This innovative method not only captivates students' interest in learning but also hones their skills in effective communication and exchanging perspectives. Moreover, this relaxed atmosphere facilitates the accomplishment of teaching tasks with heightened efficiency, achieving superior results with reduced effort[2].

3.2. Students striving to adapt to the teaching strategy of teachers' transformational leadership

Developing language learning abilities is essential as language serves as a conduit for culture, with cultural nuances conveyed through linguistic expressions. To attain a profound understanding of English concepts, diligent study and careful exploration of their true meanings are imperative. For instance, while the English word "dragon" symbolizes authority in China, it embodies evil in Western cultures. Similarly, the perception of the color red differs, signifying vibrancy and passion in China but connoting cruelty and pain elsewhere. Students must prioritize consistent learning and leverage diverse media, including movies, TV, internet, newspapers, and magazines, to broaden their perspectives on European and American cultures. For instance, movies offer insights into Western values, while online platforms provide access to Western media perspectives on domestic and international events. Direct exposure to foreign literature and history enhances cultural background knowledge. Through the gradual accumulation of cultural insights, vocabulary usage becomes more adept and familiar. Crucially, cultivating cross-cultural communication skills is paramount. Firstly, individuals should heighten their awareness of cross-cultural communication. Secondly, they ought to develop the ability to interpret each other's ideas within the context of their respective cultural backgrounds, embracing differences to preempt conflicts or awkwardness arising from divergent values [3]. Students readily embrace the teacher's transformational leadership, swiftly adjusting to the teaching mode, thereby enhancing their academic performance.

3.3. Teachers using teaching materials to give full play to the transformational leadership

Through the examination of Western culture, we have unearthed some noteworthy aspects and engaged in thorough discussions on topics that often pose communication challenges. Currently, numerous English textbooks employed in colleges and universities embrace the approach of intertwining local resources with Western culture. This not only facilitates a more adept mastery of language skills among students but also augments their comprehension of Western culture. The course "Discovery of a Father in Contemporary College English Intensive Reading" is designed to delve into American values, living habits, and family structures. It delves into the significance of cultivating a distinct personal style for individuals. This pedagogical model aids learners in acquiring a deeper understanding of American thought patterns, enabling them to navigate the complexities of contemporary society more effectively. Likewise, the course "Twenty Angry Men" aims to unravel the intricacies of the United States judicial system, particularly focusing on the operational dynamics of the jury. To enhance the teaching of these concepts, educators can furnish students with valuable insights by providing detailed descriptions of the composition, responsibilities, and authority of the jury, while also drawing connections to the local context. This approach is aimed at fostering a better grasp of these concepts, elevating students' reading comprehension, and significantly boosting their engagement with the content of "Twenty Angry Men."

4. Improving Students' English Performance: A Mixed Teaching Model Combined with Teachers' Transformational Leadership

Currently, numerous universities have embraced a contemporary instructional approach known as hybrid teaching. This innovative model integrates diverse teaching methods, content, and evaluation criteria, thereby enhancing students' engagement and enthusiasm for learning. In contrast to conventional classroom instruction, hybrid teaching proves more adept at catering to students' individual needs, fostering a more effective achievement of their learning objectives.

4.1. The connotation of hybrid teaching mode

Currently, hybrid education has evolved into a widely accepted concept, introducing a spectrum of educational resources, activities, and methods. This innovative approach incorporates diverse elements such as the Internet, socialization, games, autonomy, exploration, practical application, group discussions, cooperation, and mutual assistance. Leveraging networking capabilities, we have the opportunity to harness the strengths of traditional education while embracing the essence of modern network technology. This synergy enables the creation of a comprehensive, diverse, and hybrid education model, integrating multiple resources seamlessly, thereby achieving a holistic integration spanning from traditional classrooms to the vast realm of the Internet[4]. This hybrid education approach, characterized by the integration of diverse resources, a variety of interactive formats, and robust engagement, promises to significantly amplify the impact of our educational efforts.

4.2. Principles for the construction of hybrid teaching mode

4.2.1. Students as the main body

One key hallmark of the hybrid teaching mode lies in fostering active student participation. In stark contrast, traditional teaching methods often prioritize teacher guidance, sometimes overlooking student enthusiasm. In hybrid teaching, students actively engage throughout the learning process, resulting in a deeper understanding of the material. The evolution of science and technology, particularly the ubiquity of the Internet, has brought unparalleled convenience to our learning environments. In navigating this landscape, teachers are encouraged to leverage available resources to guide students towards adopting the most effective learning modes.

4.2.2. Principle of high efficiency

Thanks to our hybrid teaching method, our aspiration is for students to attain remarkable accomplishments in the most efficient manner possible. This innovative approach harnesses the power of the Internet, transforming the classroom into a conducive and uplifting environment. By doing so, students are liberated from external influences, enabling them to delve freely into the realms of knowledge. In tandem with the rapid advancements in science and technology, education has evolved beyond the confines of traditional classrooms, embracing diverse educational media. This transition ensures that individuals of all backgrounds can derive significant value from their educational journey[5]. This comprehensive educational resource empowers individuals to adeptly master knowledge, igniting a genuine enthusiasm for learning while enhancing their ability to accomplish tasks with utmost effectiveness.

4.2.3. Characteristic principle

With the advancement of science and technology, the scope of class formations in China has widened. In comparison to foreign counterparts, numerous educational institutions have embraced a more adaptable blended teaching approach. Nevertheless, due to a deficiency in effective understanding, many schools and educators encounter challenges in implementing this model. These challenges manifest in varying task designs, teaching methodologies, and

assessment techniques. Therefore, to better align with China's educational landscape, institutional development trajectories, and course dynamics, educators must embrace transformational leadership principles. This approach aims to enhance student performance, fortify team dynamics, and refine managerial practices. Thus, there's a pressing need to explore a novel teaching paradigm rooted in teachers' transformative leadership.

5. Conclusion

In essence, due to variations in geographical environments, cultural traditions, and historical trajectories, there exist profound disparities in thinking patterns and values between China and the West. These disparities manifest in contrasting outcomes in classroom education. It's imperative for educators to blend appropriate teaching methodologies from both Chinese and Western contexts, leveraging transformative leadership, to enhance students' English proficiency. By fostering a robust foundation in fundamental skills among Chinese students, educators cultivate a demeanor characterized by modesty and prudence while instilling a spirit of innovation and a quest for truth. Thus, within the English classroom, teachers must harness the cultural disparities between China and the West to devise pedagogical approaches tailored to students' needs, thereby optimizing classroom dynamics. Simultaneously, students ought to embrace a mindset of cross-cultural communication, continuously refining their cultural acumen and cross-cultural communication skills to achieve optimal communication efficacy and academic excellence.

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