Effect of School Organizational Culture on Teacher Leadership

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Abstract

This study used distributed leadership theory to investigate the relationship between a school's perceived organizational culture and teacher leadership in higher education institutions in eastern China. In total, 509 teachers at universities in eastern China participated in a questionnaire survey through the correlation analysis, regression analysis and other data analysis methods for the result analysis. The results indicated that clan and adhocracy cultures had a significant and positive impact on teacher leadership, while a hierarchical and market cultures had a significant and negative impact.

The results revealed the influence of clan culture, adhocracy culture, hierarchical culture and market culture on teacher leadership, and provide suggestions for school administrators on how to improve university teacher leadership through school organizational culture. In addition, the contributions and limitations are discussed at the end of this study.

Keywords: perceived school organizational culture, teacher leadership, higher education institutions, eastern China

1. Introduction

With the rapid evolution of the global landscape, higher education institutions are undergoing a transition from a traditional paradigm to innovation paradigm (Zardari & Ali, 2023). Teachers, as the important members of higher education institutions, are highly expected to play a leading role in schools (Wang & Xia, 2022). Because teachers, as the backbone of college education and teaching, are the reserve force of sustainable development (Sun, 2020) and an important part (Riaz, 2023). And as producers of knowledge and key figures in social change, their ability and quality not only determine the quality of education, but also related to the development of the country (Jan, 2017). Related research points out that teacher leadership is the main catalyst for educational change and a core factor that determines the growth of students (Warren, 2021). However, compared with the United States and other western developed countries, China' s research on teacher leadership started relatively late (Li & Li, 2021), and the research on teacher leadership is still in a state of practical but no systematic theoretical research (Sun, 2021). In the long run, the research on teacher leadership would remain in the field of advocacy rather than empirical research (Hairon et al., 2015). Therefore, it is of great significance to carry out empirical research on teacher leadership to cultivate and play the construction of high-quality teachers in the new era.

The concept of teacher leadership originated in the 1970s (Stout et al., 2017), when it emerged in the school context as a component of school reform in the United States (Kahila et al., 2020). Teacher leadership is a comprehensive ability, encompassing professional ethics, professional ability, advanced teaching concepts, and collective cooperative behavior of teachers toward their colleagues. According to Harris (2009), teaching and scientific research play leading roles in promoting the comprehensive development of teachers and students, education reform, and the quality of education. Teacher leadership emphasizes collective action and shared ideas (Muijs & Harris, 2003), which ties in to the empowerment and agency at the heart of distributed leadership theory (Harris, 2003). At the same time, teacher leadership is considered to be an important factor in school reform (Aris, 2021). When teacher leadership is developed, it not only fosters improved teaching efficiency, but it promotes educational practice outside the classroom (Katzenmeyer & Moller, 2009; York-Barr & Duke, 2004), which is an important factor in advancing school education and teaching reform.

A school's organizational culture is one of the many factors that affect the leadership of university teachers (Lesinger et al., 2016; Mangin, 2005; Öztürk & Şahin, 2020; Theingi & Ye, 2022; Yusof et al., 2016). Cansoy and Parlar (2017) and Kara (2022) explored the relationship between different organizational cultures in schools and teacher leadership,

finding that support-oriented culture, success-oriented culture, task-oriented culture, and bureaucratic culture all have significant impacts on teacher leadership. Silva et al. (2000) point out that teachers can only become leaders in a school when the school culture is clearly committed to supporting them. Murphy (2007) observes that a bureaucratic and conservative school organizational culture hinders the development of teacher leadership, while Wenner and Campbell (2017) propose that cultural and institutional factors, as well as external training, are important in enhancing teacher leadership. However, researchers who analyzed international teacher leadership research in the literature over the past two decades found that it was narrowly focused on teachers' professional development, school improvement, students' achievement, and other aspects (Wei, 2022). Therefore, in an attempt to broaden the research field of teacher leadership, university teachers in eastern China participated in this study to emphasize the role of the organizational culture in creating solutions and solving problems (Mikušová et al., 2023). We explored the relationship with leadership of four different types of organizational cultures to provide further theoretical and practical implications for teacher leadership.

2. Literature Review and Formation of Hypotheses

2.1 Schools' Organizational Culture

As a kind of management culture, schools' organizational culture links the beliefs, expectations, values, and code of conduct shared by all the school members with a soft binding force that is greater than that of an administrative authority (Hanson, 1996). A school's organizational culture affects the relationship among teachers, between teachers and students, the overall atmosphere of the school, and interactions between colleagues. It can be used as a standard for hiring (or not hiring) employees, and is a key factor of the awareness of the school's sustainable development (Mikušová et al., 2023).

Organizational culture has historically been perceived from the perspective of typology, the value of which lies in simplifying thinking and providing categories of organizational culture that can distinguish and reduce the organization's complexity (Kaufman, 2013). Organizational culture is expressed in different ways in diverse organizations (Mikušová et al., 2023). For example, Wallach (1983) proposes a hierarchical, innovative, and supportive cultures, while Cameron and Quinn (2011) posit clan, adhocracy, hierarchical, and market cultures. Cansoy and Parlar (2017) and Kara (2022) assume four different categories in their work: support, success, task, and hierarchical cultures. The four organizational cultures of Cameron and Quinn (2011) are the most representative and widely used based on the competing values framework (CVF) (Fralinger & Olson, 2007; Kaufman, 2013; Sousa et al., 2022), and they have been extensively studied in relation to the educational system, especially in terms of perceived university governance (Berkemeyer et al., 2015; Lacatus, 2013; Lejeune & Vas, 2009; Berkemeyer et al., 2015). The organizational culture assessment instrument (OCAI) has the key advantages of practicality, efficiency, involvement, validity, manageability, and a mixed-methods process (Jaks, 2020), which enables organizations to determine their preferred type of organizational culture (Berkemeyer et al., 2015; Fralinger & Olson, 2007) to meet their current needs and future challenges (Fralinger & Olson, 2007). These four types of organizational culture (Batugal & Tindowen, 2019) are described in detail below.

A clan culture is often seen as an interpersonal culture, which emphasizes participation and the sharing of values, team cohesion, and morale (Fralinger & Olson, 2007; Kaufman, 2013). Its focus is on teamwork and the development of human resources in roles as facilitators, instructors, and educators (Hermawan & Arief, 2023). The workplace of an organization with a clan culture is very harmonious, with an overall atmosphere that resembles a large family (Chennattuserry, 2022).

An adhocracy culture is more innovative, adventurous, and imaginative. This is the culture of an environment-responsive organization that emphasizes innovation, change, adaptation, growth, external support, and access to resources (Fralinger & Olson, 2007; Kaufman, 2013). It is eager to try new things and welcomes transformational developments, and is quick to respond to ongoing changes and risks (Hermawan & Arief, 2023). The workplace of this organization is considered to be creative and dynamic (Chennattuserry, 2022).

A hierarchical culture is based on rules and regulations, and the members of the organization are strictly evaluated according to those rules and regulations. Stability and efficiency are regarded as the standard of success of the organization (Fralinger & Olson, 2007; Kaufman, 2013), characterized by attention to detail, conservatism, caution, and detailed assessment (Hermawan & Arief, 2023). This workplace is considered to be highly formal and structured (Chennattuserry, 2022).

A market culture is considered to be result-oriented (Chennattuserry, 2022). The members of an organization with a market culture are united by a clear goal and competitive consciousness, and productivity is considered to be the

main criterion of organizational success (Fralinger & Olson, 2007; Kaufman, 2013). A market culture values efficiency, fast action, quick response, and a focus on customer satisfaction (Hermawan & Arief, 2023).

2.2 Teacher Leadership

Teacher leadership emerged from U.S. educational reform in the 1970s and 1980s (York-Barr & Duke, 2004) as a process that involves diverse teacher roles and assignments. It includes training teachers on an individual level in relation to the curriculum, teamwork and scientific research, and the development of teacher leaders through teacher leadership mentor programs at the school level, using both offline and online training platforms to help teachers to comprehensively improve their leadership skills (Yin & Li, 2023). According to Katzenmeyer and Moller (2009), teacher leadership has benefits for teachers, learners, and leaders by allowing teachers to play a leading role both inside and outside the classroom, and influences others to improve their educational practice. Teacher leadership can improve learning outcomes by building relationships throughout the organization, breaking down barriers, integrating resources, and reflecting teachers' initiative (York-Barr & Duke, 2004). Teacher leaders can demonstrate their leadership by strengthening collaboration, disseminating best practices, encouraging fellow teachers' professional learning, providing different kinds of assistance, and focusing on specific content and issues (Wenner & Campbell, 2017).

Teacher leadership is consistent with empowerment and collective leadership, which are the focus of distributed leadership theory (Coban & Atasoy, 2020; Harris, 2003; Muijs & Harris, 2003). Therefore, this study takes the perspective of distributed leadership theory as a leadership process that involves the interaction of leaders, followers, tasks, and situations (Lahtero et al., 2020; Peus, 2013), combined with mobility, collectivity, interactivity, and other characteristics of distributed leadership (Men, 2023). The leading roles in higher education institutions are in subject, academics, grade management, and curriculum development (Lee & Ip, 2023; Szromek & Wolniak, 2020). Hence, teacher leadership can be defined as the leading role teachers play in influencing managers, colleagues, and classes in teaching, academic and management tasks, and other situations.

2.3 School Organizational Culture and Teacher Leadership

Schools are social systems with their own practices and values. The organizational culture of a given school includes philosophy, ideology, beliefs, emotions, assumptions, expectations, behavior, and common values, all of which affect the school's operation (Yusof et al., 2016). These are also key factors of the support and acceptance of the idea of teacher leadership (Grant, 2006). The vision and values of the organization require a fundamental cultural change to support the successful development of teacher leadership. This includes the need for all teachers to understand leadership activities and be willing to engage in them, and rooting the concept of teacher leadership deeply in the school's organizational culture (Muijs & Harris, 2007). Because organizational culture is an important component of decision-making at a university level, that culture must be continuously assessed so that necessary changes can be made to enable managers and staff to coordinate in an efficient teaching and academic environment (Fralinger & Olson, 2007). Various types of cultural characteristics have different impacts on teacher leadership (Cansoy & Parlar, 2017; Kaufman, 2013). In terms of this paper, the relationship between the four types of organizational cultures and teacher leadership in the OCAI is summarized below.

Clan cooperation is essential to promoting teacher leadership (York-Barr & Duke, 2004). Schools need to have the support of a cooperative and collaborative teaching and collective decision-making culture to promote the notion of teacher leadership (Grant, 2006). The more positively the team culture is perceived to be by university teachers, the more conducive it is to the development of teacher leadership in schools. Therefore, the first hypothesis is as follows;

2.3.1 A Clan Culture has a Significant and Positive Impact on Teacher Leadership

In an adhocracy culture, a dynamic and innovative work environment would support leadership creativity and the ability to take risks as sources of competitive advantage (Khurosani, 2013) which have been proven to drive teacher competence (Ashraf et al., 2014; Peterson & Deal, 1998; Selvaraja & Pihie, 2015). Thus the more flexible the culture is perceived as being by university teachers, the greater the support for and development of teacher leadership in the school. Therefore, the second hypothesis is as follows;

2.3.2 An Adhocracy Culture has a Significant and Positive Impact on Teacher Leadership

In a hierarchical culture, leadership roles and responsibilities are clearly defined, which is a major obstacle to the development of the notion of teacher leadership (Harris, 2003). It is also an important factor that causes dissent and conflict between colleagues (York-Barr & Duke, 2004). A strict hierarchical structure would inhibit and weaken teacher leadership behavior (Cansoy & Parlar, 2017). In his empirical research, Kilinç (2014) found a negative and significant relationship between teacher leadership and the culture controlling school staff activities. From this, we

may infer that the more strictly hierarchical the school culture is perceived as being by university teachers, the lower the development of and support of teacher leadership. Therefore, the third hypothesis is as follows;

2.3.3 A Hierarchical Culture has a Significant and Negative Impact on Teacher Leadership

Finally, in a market culture, members are competitive and goal-oriented, and leaders are seen as competitors and producers (Kheir-Faddul et al., 2019). However, previous researchers have found that, although teachers are willing to perform their teaching and scientific research duties, they are not interested in areas beyond this framework. This suggests that the characteristics of a market-oriented culture prevent teachers from taking responsibility for teaching, research, and social science activities (Mohammadi et al., 2010). From this, we can infer that the more strongly university teachers perceive their school's culture as conforming to the characteristics of a market culture, the lower the levels of leadership will be. Therefore, the fourth hypothesis is as follows;

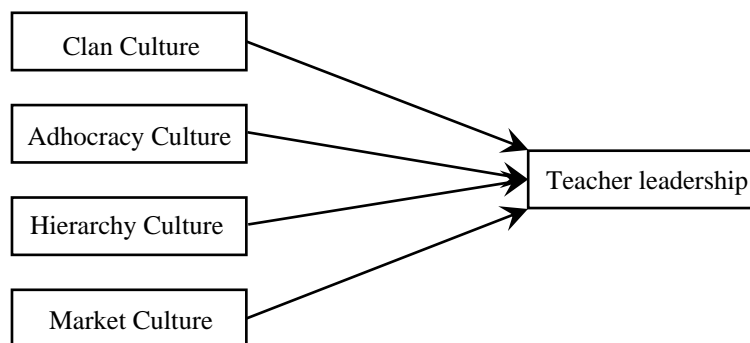2.3.4 A Market Culture has a Significant and Negative Impact on Teacher Leadership

Figure 1. Conceptual Model of the Study

3. Materials and Methods

3.1 Participants

The survey data were divided into a pre-test and a formal test. The data were collected anonymously via the online platform Questionnaire Star (www.wjx.cn). The convenience sampling method was used to distribute 140 pre-test questionnaires to universities in eastern China, and 127 valid responses were collected, with an effective rate of 90.7%. After determining the reliability and validity of the pre-test sample, the formal questionnaire was created and convenience sampling was used to administer it to 530 university teachers in eastern China. 509 valid questionnaires were collected, with an effective rate of 96%. To ensure that the research was ethical, the study was conducted according to Articles 1 and 20 of 3.2.3 on National Policy and Guidelines for Human Research 2015 prepared by the National Research Council of Thailand (NRCT)

3.2 Measures

3.2.1 School Organizational Culture Scale

Jaks (2020) based his study on the OCAI revised School Organization Culture Questionnaire that contained 24 items divided among four dimensions: clan culture (6 items), adhocracy culture (6 items), hierarchical culture (6 items), and market culture (6 items). Cronbach's Alpha coefficient of clan culture is 0.84, of adhocracy culture 0.81, of hierarchical culture 0.78, and of market culture 0.84. According to Comrey and Lee (1992), the standard value of Cronbach's Alpha test for internal consistency is greater than 0.700, which indicates that this scale has good reliability. As per the OCAI, the questionnaire is divided into four parts corresponding to the four dimensions, each with four descriptions that match the four cultural types (clan, adhocracy, hierarchical, and market), ranging from 1 = "never" to 5 = "always" (Alsabbagh & Khalil, 2017).

3.2.2 Teacher Leadership Scale

The Teacher Leadership Questionnaire developed by Zhao (2015) and Chen (2022) was used in this study. Data were collected based on four dimensions: teaching leadership (6 items), academic leadership (6 items), colleague leadership (4 items), and class leadership (4 items). The results were expressed as a 5-point Likert scale, with 1 for "never," 2 for "seldom," 3 for "sometimes," 4 for "often," and 5 for "always." The total Cronbach's Alpha value of the questionnaire equaled 0.955, of teaching leadership 0.950, of academic leadership 0.930, of colleague leadership 0.883, and of class leadership 0.842. According to Comrey and Lee (1992), if the standard value of Cronbach's

Alpha test is greater than 0.700, it shows that the scale has good reliability.

4. Results

The analytical results of the study are quantified and shown below.

4.1 Correlations

The relationship between the school's organizational culture and teacher leadership can be found from the correlation analysis of the variables. Based on the results, clan culture (M = 0.531), adhocracy culture (M = 3.808) and hierarchical culture (M = 2.627) are at the middle level, while market culture (M = 2.239) is at the middle level. Therefore, teacher leadership is positively correlated with a clan culture (r = 0.531, p < 0.001), an adhocracy culture (r =0.512, p < 0.001), and a hierarchical culture (r = –0.434, p < 0.001), while teacher leadership is negatively correlated with a market culture (r = –0.390, p < 0.001). The correlation coefficient between the variables is between –0.390 and 0.531, yielding a significance of less than 0.8. This implies that there is no high correlation and no serious collinearity problem.

4.2 Regression Analysis

The results of the regression analysis conducted in this study can be seen in table 1. Clan culture, adhocracy culture, hierarchical culture and market culture were the independent variables, and teacher leadership was the dependent variable. It was found that a clan culture can significantly and positively predict teacher leadership (β = 0.311, p < 0.001); an adhocracy culture significantly and positively predicts teacher leadership (β = 0.294, P < 0.001); a hierarchical culture significantly and negatively predicts teacher leadership (β = –0.190, P < 0.001); and a market culture can significantly and negatively predict teacher leadership (β = –0.156, p < 0.001). As F = 106.644, P < 0.001, the regression model was established. The VIF values were between 1.225 and 1.279, with VIF < 10, and no serious collinearity problem.

Table 1. Results of Regression Analysis to Predict Teacher Leadership Based on School's Organizational Culture

Variables	Unstandardized Coefficient		Standardized Coefficients	t	p	Multicollinearity	
	B	Standard Error	β			Tolerance	VIF
(intercept)	2.351	0.188		12.503	0.000		
CC	0.239	0.029	0.311***	8.377	0.000	0.782	1.279
AC	0.231	0.029	0.294***	8.039	0.000	0.804	1.244
HC	–0.133	0.025	–0.190***	–5.227	0.000	0.816	1.225
MC	–0.118	0.027	–0.156***	–4.362	0.000	0.844	1.185

F 106.644

P 0.000

Adjusted R-squared 0.454

Note: N = 509, CC = Clan Culture; AC = Adhocracy Culture; HC = Hierarchy Culture; MC = Market Culture.

***p < 0.001.

5. Discussion

It was found in this study that clan and adhocracy cultures had a positive impact on teacher leadership, whereas hierarchical and market cultures had a negative impact. This finding is similar to that of previous researchers, as shown below.

Examining the influence of a clan culture on teacher leadership, Harris and Muijs (2004) found that teamwork is an important factor affecting teacher leadership when they discussed the status of teacher leadership in different schools. Later, Muijs and Harris (2007) confirmed a common belief that cooperative culture and mutual trust among teachers are important factors in the cultivation of teacher leadership. This is because a clan culture emphasizes engagement and cooperation among team members (Zhang et al., 2022); the team has common values and goals, embodies an atmosphere of collective and mutual assistance, and focuses on the empowerment and development of all members (Yu & Wu, 2009). Teachers cannot actively cooperate or mutually develop without common beliefs, values, and trust

in each other. Therefore, creating a culture of trust that allows for collaboration is critical to the development of teacher leadership (Muijs & Harris, 2007).

An adhocracy culture has many characteristics, such as paying attention to the organization's continuous improvement and innovation, the development of new values, the promotion of innovation, and a forward-thinking management style for dealing with changes and risk, emphasizing the role of foresight and a creative environment by enabling members to freely propose and implement innovation and transformation (Hermawan & Arief, 2023). In alignment with the results of this study, Riveras-León and Tomàs-Folch (2020) found in their empirical study that participatory and democratic leadership correspond to promoting an innovative organizational culture in schools. Meanwhile, Rashid et al. (2011) found that schools can have an innovative culture if administrators encourage teachers to be creative and give them leadership roles. The reason for the positive effect of an adhocracy culture on teacher leadership is that it can guide formal and informal discussions among members to develop their innovative ideas and enhance their ability to innovate (Iranmanesh et al., 2021). When teachers perceive a creative and democratic school organization culture, it helps to promote the development of teacher leadership (Kara, 2022) and motivates them to improve (Riveras-León & Tomàs-Folch, 2020).

As for the impact of a hierarchical culture on teacher leadership, previous researchers' findings were similar to those of this study. Araskal and Kılınç (2019) found that the restriction of policies and regulations on teacher leadership, insufficient managerial support, and an excessive emphasis on hierarchical boundaries may restrict teachers' leadership ability. Murphy (2007) also determined that a bureaucratic and hierarchical school organizational structure, a conservative culture, and the mutual isolation of teachers' work all hinder teacher leadership. At the same time, Austin (1990) observed that teachers in highly bureaucratic colleges and universities are less involved in school decision-making. Therefore, a hierarchical structure weakens teacher leadership behavior (Cansoy & Parlar, 2017) and reduces the teacher happiness index (Raj et al., 2019).

As for a market culture, the findings of this study are similar to those of previous researchers. For instance, Lundström and Holm (2011) point out that market orientation depreciates the traditional value of teachers' professional role and status, pressuring them to accept the market's demands at the expense of their professional judgment, morality, and autonomy. When Raj et al. (2019) studied the interdependent happiness of schools' organizational cultures, they found that the higher the market education level is, the lower the happiness index. When analyzing the negative impact of a market culture on teacher leadership, they found that a market culture fails to conform to the nature of higher learning; its focus on competitive, hardworking, enterprising, and demanding leaders runs contrary to the interests of teachers in higher education institutions who demand autonomy or academic freedom (Gebretsadik, 2022). In addition, the service or sales role implied in a market-oriented perspective is a source of teacher frustration, which damages the identity and status of the teaching profession (Lundström & Holm, 2011). Finally, the core of a market-oriented school culture emphasizes customer service (process-oriented) rather than solely focusing on academic achievement (results-oriented) (Oplatka & Hemsley-Brown, 2007).

6. Conclusion and Implications

6.1 Conclusion

In conclusion, the purpose of this study was to examine the influence of schools' organizational cultures on teacher leadership and the correlation between these two factors, and then to propose some suggestions to effectively improve teacher leadership. We assume four types of schools' organizational culture: clan culture, adhocracy culture, hierarchical culture, and market culture. It was found that the higher the perception of a clan or adhocracy culture by teachers, the more conducive it was to the development of teacher leadership. By contrast, the higher the perceived hierarchical or market culture characteristics, the more unfavorable a school's culture was to the development of teacher leadership. It is clear that a top-down management structure, bureaucracy, and an excessive emphasis on control are detrimental to the development of teacher leadership (Muijs & Harris, 2003). Encouraging cooperative practices among teachers and promoting a clan culture are important for developing teacher leadership in schools (Cain & Caine, 2000; Muijs & Harris, 2003). Hence, it can be concluded that improving teacher leadership based on schools' organizational culture is effective, especially by creating a clan or adhocracy culture in schools. Furthermore, this study was only based on one region and one educational stage. Further research is needed to evaluate the generalizability of the findings to a sample of teachers in other regions and at other educational stages in China to discover additional factors that influence the development of teacher leadership.

6.2 Implications

It was found from studying the relationship between teacher leadership four types of organizational culture (i.e., clan, adhocracy, hierarchical, and market cultures), that the organizational culture of a given school makes an important practical contribution to teacher leadership, as explained below.

A study of the impact of a clan culture on teacher leadership makes a practical contribution to schools and other education institutions by providing an effective leadership development framework that emphasizes the importance of collaboration and teamwork, promotes the construction of a school culture and atmosphere, and supports teachers' personal and professional development. This framework contributes to enhancing the level of teacher leadership and to the realization of the schools' development goals (Grant, 2006; Krečič & Grmek, 2008; Muijs & Harris, 2007). First, by understanding the importance of team interaction, collaboration, and communication to leadership development, teachers can benefit from training and development opportunities to improve their leadership skills. Secondly, a clan culture can encourage teacher leaders to focus more on the cultivation and development of their teamwork skills, the motivation, guidance, and establishment of relationships, and connections between teachers, thereby improving their educational practices (Grant, 2006). Thirdly, it can help schools to establish a culture and atmosphere that promote teachers' cooperation and sharing, breaking traditional individualism and enabling teachers to cooperate and work together to achieve the school's overall goals (Muijs & Harris, 2007). Fourthly, it contributes to the personal and professional development of teachers, so that they pay more attention to the development and growth of team members by stimulating their potential creativity and improving their professional qualities and abilities (Krečič & Grmek, 2008).

The practical contributions of an adhocracy culture to teacher leaders include stimulating their ability to innovate, cultivating their ability to tolerate risk, and promoting both their own leadership ability the overall development of the school, all of which have a positive impact on educational reform and the improvement of education quality. Teachers can be encouraged by research to try new teaching methods and strategies to support innovation and development in the educational field (Zhu & Engels, 2014). Teachers' tolerance to risk will be enhanced, which will encourage them to actively try new teaching practices. They will dare to accept and learn from these new methods in the face of failure and challenges, so that their teaching will be more innovative and adventurous (Howard et al., 2018). Teachers will constantly improve their leadership skills, so as that they can better guide and influence students' learning habits and attitudes, and improve the quality of education and teaching (Martins & Terblanche, 2003; Rashid et al., 2011; Zhu & Engels, 2014). Additionally, an adhocracy culture can stimulate the school's innovation vitality, improving the quality of the education and teaching and the school's overall development, which is an important factor of its long-term competitiveness (Fuad et al., 2022). It can help teachers to further understand the importance of eliminating individualism and having an open attitude toward change, which is significant for creating innovative schools (Riveras-León & Tomàs-Folch, 2020). In short, if schools wish to develop an innovative culture, administrators must have a clear understanding that such a culture needs to align teachers' creative behavior with the school's purpose, vision, and goals (Rashid et al., 2011).

The practical contributions of a hierarchical culture to the research of teacher leadership include revealing barriers and problems, calling for change in campus culture, emphasizing leadership models of shared power, and promoting teachers' development and growth. These contributions can help teachers to understand and solve problems in relation to leadership development and improve the quality of education and teaching. Researchers can deeply explore the reasons a hierarchical culture limits teachers' autonomy and innovation, and help them to overcome the obstacles to their development as leaders (Grant, 2006). Researchers can also analyze the factors of a hierarchical culture that restrict teachers' leadership development in order to call upon educational administrators and policy makers to pay attention to campus culture, strengthen the cooperation between administrators and teachers, and provide an environment for teachers to learn together (Parlar & Cansoy, 2017). Schools would better achieve their development plans and goals, promote a high-quality teaching environment, and change their organizational culture by giving teachers more opportunities to play leadership roles in school planning, policy-making, and decision-making (Keung, 2009).

Studying the relationship between a market culture and teacher leadership can help educational management institutions, schools, and teachers to analyze the obstacles that a market-oriented culture poses to the development of teacher leadership, clarify teachers' dominant position, foster respect for their academic authority, and improve their enthusiasm and performance (Jiang & Fu, 2011). This could enable universities and academic institutions at local and national levels to improve teachers' creativity by emphasizing the uniqueness and professionalism of higher education, establishing the notion of people-oriented education in order to propose a scientific and reasonable

improvement strategy, to promote the balance of educational value and competition, and to support teachers' professional quality and leadership (Mohammadi et al., 2010). In the field of education management, it can increase the understanding of the relationship between the school environment and the school's organization culture (Oplatka & Hemsley-Brown, 2007). In addition, it can help to define the roles of school organization members in a market culture and improve the position of schools in the highly competitive education market (Poole, 2017).

7. Limitations

Like all studies, this research has some limitations. The first is the area of the study, which is the eastern region of China, which may be limited in terms of representativeness and generalizability. The second limitation is the research variables. The purpose of the study was to examine the influence of a school's organizational culture on teacher leadership; however, many of the factors that affect teacher leadership, such as leadership style, motivation and ability, principal support, and others, were not fully explored in this study. The third limitation is the research method. Only the influence of the school's organizational culture on teacher leadership was explored, ignoring the subjective experience and views of the individual research subjects; hence, the understanding of them may be limited. The fourth limitation is the educational stage. The study only focused on teachers in the higher education stage. However, the educational background, professional knowledge, and working environment of teachers at different educational stages may have led to different research results. Hence, the applicability of the results may be limited.

8. Recommendations

Based on the limited region of the study sample, the educational stage, and the study variables, some recommendations can be made for future research in this field. Firstly, future researchers can expand the region of the sample and balance the differences in the educational culture and background of different regions as much as possible. For example, they can explore teacher leadership from the intercultural perspective of multiple countries (Arden & Okoko, 2021; Webber, 2021) in order to verify the consistency of the results. Secondly, it is suggested that future researchers can expand the study to teachers at different stages of education. For example, they can discuss teacher leadership research in vocational schools, middle schools, and early childhood education institutions (Kahila et al., 2020; Wang & Zepeda, 2013; Yu & Feng, 2021) to compare the school organizational cultures and teacher leadership at different stages of education. Thirdly, it is suggested that future researchers can expand the scope of influencing factors and explore the relationship between teacher leadership and organizational trust, teachers' professionalism, perceived stress, and other factors (Demir, 2015; Kilinc et al., 2015). Fourthly, it is suggested that future researchers can use interdisciplinary research methods, such as quantitative and qualitative research, empirical research, and a case study; for example, they might explore a combination of university foreign language professional teacher leadership (Shah, 2016) or use mind-mapping and semi-structured interviews to explore teacher leadership (Arden & Okoko, 2021) in order to determine its characteristics and mechanisms and thus better understand its current state and future development direction.

Based on the impact of clan, adhocracy, hierarchical, and market-oriented cultures on teacher leadership, some practical suggestions can be made for educational administrative institutions, schools, and teachers. Educational administrators can introduce policies aligned with local educational and cultural backgrounds. For instance, in the United States, various initiatives have been introduced to support teacher leadership development, such as the New England Regional Teacher Leader Initiative (established in 2009), the Louisiana Educational Leadership Certification structure (established in 2010), and the Center for Teacher Leadership (Chen, 2013). Next, schools can promote teacher leadership by offering a degree course with a teacher leadership certificate; for example, the University of Cincinnati offers a teacher leadership certificate based on a Master's degree, and in 2003 Northwestern University established a teacher leadership professional education Master's degree, so that teacher leaders could further focus on mathematics, science, writing, or endowment education leadership (Wenner & Campbell, 2017). What is more, teacher leadership can be enhanced by the actions of teachers themselves, by actively cooperating with colleagues and sharing their experiences; for example, teachers can learn from each other to improve their teacher leadership by guidance, observation, and mutual reflection (Muijs & Harris, 2003).

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