

# Relationship between Teachers' Leadership and Classroom Climate in Chinese and Japanese Elementary School

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## ABSTRACT

The purpose of this study is to clarify the relationship between classroom climate and teachers' leadership through a comparison of Japanese and Chinese elementary school teachers. From this, exploring measures to improve the classroom climate. By creating a positive classroom climate, aiming to create a class that is free from bullying, school refusal, and school violence. 184 elementary school teachers in China and Japan were randomly selected as study participants to investigate the relationship between teachers' leadership and classroom climate. As the data analysis results, fostering Maintenance Behavior of teachers' leadership is effective in creating a positive classroom climate. The results showed that Large Performance Behavior and Large Maintenance Behavior of teachers' leadership PM-type leads to an improvement in the classroom climate.

## 1. Introduction

Research indicates that a negative classroom climate facilitating the simultaneous appearance of the figure of both bully and victim <sup>[1]</sup>. This study focusing on the classroom climate, by improving the classroom climate and creating a positive classroom climate, it is expected that the pathological phenomena as following mentioned bullying, school refusal and school violence at elementary schools will decrease.

Reported by the "Ministry of Education, Culture, Sports, Science and Technology • Japan" that surveys results on issues related to student guidance such as problematic behaviors and children's school refusal in 2019 are as follows.

Regarding the number of cases of bullying recognized,

the number of elementary schools was 484,545 cases (425,844 cases in the previous year), and 612,496 cases (543,933 cases in the previous year) in total of Elementary Schools, Middle Schools and High Schools. The number of cases of elementary schools' accounts for more than half of the total. From a 4-layer structure theory including spectators and bystanders of bullying <sup>[2]</sup>, bullying is a problem that should be solved within the class. It is important for teachers to give appropriate guidance and to create a class in which children are less likely to be bullied and that is free from bullying.

Regarding the number of School Refusal children, the number of elementary school students was 53,350 (44,841 in the previous year), 0.8% (0.7% in the previous year) of all students. The most common causes of school refusal

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were “lethargy/anxiety (39.9%)”, “problems related to friendships excluding bullying (15.1%)”, and “parent-child relationships (10.2%)”. Cooperation with the family of students and psychological support of students are effective as measures against school refusal<sup>[3]</sup>. Therefore, it is important to build good teacher-child relationships, classmate relationships, and parent-child relationships, and to develop children’s mental environments such as a cozy class and cozy home.

Regarding school violence, there were 43,614 cases in elementary school (36,536 cases in the previous year) and 78,787 cases in total (72,940 cases in the previous year). This shows a lowering in the age of children who display violent behavior. The number of cases of inter-teacher violence was 9,849, inter-student violence was 55,720, interpersonal violence was 1,186, and property damage was 12,032, indicating that inter-student violence was the most common. Effective means of reducing violence include not only appropriate guidance from teachers, but also include review of parental child-rearing attitude, training of children’s social skills<sup>[4]</sup>, and nature and life experience activities<sup>[5]</sup>, etc. Having a fulfilling class is also important.

Therefore, create the bullying-free, cozy, and fulfilling class mentioned above is imminent.

What is classroom climate? We often say that the characteristic of a class is energetic, passionate, stubborn, indifferent, indiscipline, etc. Such “personality” of the class’s social psychology characteristic called Classroom Climate<sup>[6]</sup>. Environment consisted of a physical environment, an organizational environment, human relations environment, and a social climate. Social climate is the “personality” of the environment<sup>[7]</sup>. Therefore, classroom climate including the factors of students’ classroom involvement, the extent of friendship among students, a feeling of belonging and mutual trust, teacher support, goal and task orientation, competitiveness among students, control and discipline, order and organisation, and student contribution in classroom activity planning<sup>[8]</sup>.

Studies on classroom climate clarified the relationship with teaching methods, academic performance<sup>[9]</sup>, class composition, class size<sup>[10]</sup>, and students’ academic achievement<sup>[11,12]</sup>. As a result, it was found that if students are learning in a favorable classroom environment, they will have higher academic achievement. Other studies showed that classroom climate influences children’s learning motivation, learning willingness and attitudes, emotions and academic ability<sup>[13]</sup>, drug use and vulnerability, and the use of violence<sup>[14]</sup>. Based on this result, it is considered that leading a positive classroom climate is an effective way to encourage children to learn.

The Classroom Environment Scale (CES)<sup>[15]</sup> and

Learning Environment Inventory (LEI)<sup>[16]</sup> are the most influential questionnaires for measuring classroom climate. The Classroom Climate Inventory Short version for elementary school children (CCIS) was developed using the above scale as a reference<sup>[17]</sup>. CCIS describes classroom climate from 6 dimensions including Involvement in class activities, Friction, Satisfaction, Self-disclosure, Task orientation and Order. The definition of each factor is as follows.

Involvement in class activities: depth of interest in activities as a class group and enthusiasm for devotion. Friction: the situation where the class is divided into groups and competes, and the atmosphere where the tension of the class increases. Satisfaction: penetration of the fun of belonging to a class. Self-disclosure: being able to freely express thoughts, opinions, and feelings that come to mind individually, and an atmosphere that respects the individuals who support them. Task orientation: activation and enthusiasm of learning activities in the subject learning scene. Order: class order, clarity of rule presentation and attitude of observance. Among above, Friction is the only negative dimension. This questionnaire was used in this study.

How to create a positive classroom climate? This study focuses on studying the role of teachers’ leadership.

What is teachers’ leadership? Consider that all the children and students are followers, and the teachers are leaders in teachers-children/students relationship in the class, the set of actions that a teacher takes as a class leader is defined as the teachers’ leadership. Structural theory and conditional conformity theory are theoretical models of teachers’ leadership.

Structural theory is the idea that the type of leadership produces a direct result in any situation. For example, leadership PM theory, which grasping leadership by performance behavior as a group goal achievement function of leaders and maintenance behavior as a group maintenance function<sup>[18]</sup>. The type of leadership that exerts performance behavior and maintenance behavior at the same time is the most effective. Based on this theory, another study interpreted performance behavior as a function to pull up “attention instruction” and “pushing”, and subdivided maintenance behavior into functions to nurture “acceptance” and “understanding”<sup>[19]</sup>. And in a practical study, teachers’ actual behavior was quantitatively grasped and categorized into “instruction” (performance behavior) and “acceptance” (maintenance behavior)<sup>[20]</sup>. It was advocated that a view of “despot-democratic” leadership with vertical-horizontal interpersonal relationships in the group as an appropriate management method and pointed out that democratic leaders have the most beneficial effect on

followers<sup>[21]</sup>.

Conditional conformity theory is the idea that the type of leadership produces a certain result through a certain situational factor. For example, studies further subdivided “despot-democratic” leadership into “teaching, persuasive, participatory, and delegation” and examined its association with group maturity. As a result, it was pointed out that the teaching/persuasive leadership type is effective in the immature group, and conversely, the participatory/delegation leadership type is effective in the mature group<sup>[22]</sup>.

It is difficult to judge the type of leadership according to the maturity of the group, such as the conditional conformity theory. Therefore, this study proceeds with the theory using the leadership PM theory, which idea based on structural theory.

Scale of Teachers’ Leadership Behavior was developed<sup>[23]</sup>. It measures teachers’ leadership from Performance Behavior (P behavior) and Maintenance Behavior (M behavior). Performance Behavior includes severity to class, enthusiastic learning guidance, discipline or guidance for life and learning, promotion of class activities, etc. Maintenance Behavior includes promotion of class activities and familiarity. Depending on P and M scores, teachers’ leadership was classified into four types: PM-type, Pm-type, pM-type, and pm-type.

In this study, we used 4 databases: Scopus, Google Scholar, CiNii Articles (Japan), and CNKI (China). Searched by keywords such as classroom climate, teachers’ leadership, etc. And reviewed related previous studies. In previous studies the relationship between classroom climate and teachers’ leadership has not yet been clarified.

In order to provide a theoretical guideline for teachers in class management in the future, this research clarifying the relationship between teachers’ leadership and classroom climate, to see how teachers’ leadership influences classroom climate by comparing the elementary school teachers in China and Japan.

## 2. Materials and Methods

Measures: All questionnaires are designed and translated by the author and proofread by 4 Chinese students who are certified the Japanese-Language Proficiency Test (JLPT) N1.

Questionnaire (1): The Classroom Climate Inventory Short version for elementary school (CCIS)

Questionnaire (2): Scale of Teachers’ Leadership Behavior

Procedures: We distributed the questionnaires to the study participants with the consent of the school principal, teachers, and lecturers of tutorial classes. The questionnaire measured (1) teacher’s perception of their own

leadership and, (2) the classroom climate of the class they were responsible for. The survey was conducted anonymously, and the study participants were able to refuse to fill out or submit the questionnaire if they were reluctant to do so. The study participants who needed feedback on the survey results could contact us using the number assigned to the questionnaire, and they would be notified by email of the corresponding results. This number also could be used to withdraw the survey if the study participants wished to withdraw their consent to participate in the survey.

Participants: Elementary school teachers in China and Japan were randomly selected as study participants from May to December 2014. 184 sets of valid data were collected in total, of which 102 sets Chinese teachers: 94 women (92.6%), 8 men (7.4%). 82 sets Japanese teachers: 46 women (56.1%), 35 men (42.7%), 1 unknown (1.2%).

Analysis: Software SPSS27 was used to analyze the data. Analysis methods including Descriptive Statistics, “T Test”, Correlation, and Analysis of Variance were used.

## Ethics Statement

All study participants gave informed consent. The survey was conducted anonymously. Participants were free to decide to answer and submit the questionnaire at their own will.

## 3. Results

### 3.1 Teacher Attribute Classification and Descriptive Statistics

Classification of teachers’ teaching experience: Under 10 years teaching experience, referred to as New Teacher; 11 to 20 years teaching experience, referred to as Mid-career Teacher; over 21 years teaching experience, referred to as Veteran Teacher.

Classification of teachers’ leadership types: Based on the average value of P behavior and M behavior of teachers in China and Japan. Above average value is shown in capital letters (P, M); below average value is shown in small letters (p, m). The combination is expressed as PM-type, Pm-type, pM-type, and pm-type. The descriptive statistical results of the leadership of Chinese and Japanese teachers and Classroom climate are shown in Table 1.

### 3.2 Comparison of Teachers’ Leadership between China and Japan

As a result of t-test for the country differences between P behavior and M behavior of elementary school teachers in China and Japan, there was no significant difference

**Table 1.** Descriptive statistics of Classroom climate and teachers' leadership of Chinese and Japanese elementary school teachers

	<i>N</i>	Involvement in class activities		Friction		Satisfaction		Self-disclosure		Task orientation		Order		Performance		Maintenance	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
China	102	4.01	.78	2.66	.81	4.28	.93	3.95	.88	3.71	.98	4.13	.91	51.04	7.63	51.12	6.94
New teacher	38	3.95	.84	2.63	.65	3.95	1.05	3.72	.91	3.67	.94	3.91	1.06	48.79	9.09	49.21	7.95
PM	13	4.52	.40	2.37	.60	4.72	.37	4.28	.66	4.04	.72	4.35	1.04	56.54	2.62	56.15	2.74
Pm	5	4.04	.61	3.00	.47	4.47	.50	3.93	.68	3.60	.97	3.90	1.07	55.20	2.04	49.80	1.47
pM	4	4.90	.10	2.75	.88	4.75	.28	4.58	.43	4.63	.41	4.88	.22	48.50	1.66	57.75	1.48
pm	16	3.23	.65	2.70	.57	2.96	.84	2.98	.65	3.16	.86	3.31	.83	40.56	7.71	41.25	4.67
Mid-career teacher	39	4.02	.70	2.67	.82	4.54	.69	4.09	.87	3.86	.95	4.18	.80	51.74	7.33	52.13	6.56
PM	17	4.22	.58	2.49	.73	4.86	.26	4.49	.68	3.88	.95	4.56	.59	56.59	2.75	55.88	2.45
Pm	6	4.20	.61	3.33	.62	4.56	.53	3.89	1.01	3.92	.84	4.00	.58	56.17	3.08	47.33	2.98
pM	9	4.29	.34	2.19	.85	4.81	.32	4.22	.63	4.39	.70	4.22	.79	47.56	2.11	56.44	1.57
pm	7	3.03	.47	3.18	.39	3.38	.68	3.10	.56	3.07	.82	3.36	.74	41.57	8.19	41.57	4.98
Veteran teacher	25	4.09	.78	2.69	1.01	4.39	.89	4.11	.78	3.54	1.05	4.38	.72	53.36	3.77	52.44	4.96
PM	11	4.35	.40	2.41	.95	4.79	.38	4.42	.64	4.09	.56	4.50	.52	54.82	1.95	55.55	2.02
Pm	8	3.95	.93	3.31	.80	4.00	.94	3.88	.67	3.38	1.17	4.44	.77	55.38	2.64	46.13	2.20
pM	5	3.80	1.04	2.40	1.08	4.33	1.17	3.87	1.00	2.70	1.08	4.00	.95	48.00	2.45	56.40	1.85
pm	1	3.80	.00	2.25	.00	3.33	.00	3.67	.00	3.00	.00	4.50	.00	48.00	.00	49.00	.00
Japan	82	3.64	.57	2.58	.77	3.83	.54	3.60	.56	3.53	.64	3.85	.60	48.72	6.03	49.22	5.00
New teacher	31	3.61	.39	2.70	.65	3.94	.40	3.65	.46	3.49	.46	3.76	.49	48.26	5.41	49.45	3.88
PM	9	3.71	.21	2.53	.41	3.92	.20	3.72	.30	3.53	.42	3.69	.31	51.78	1.69	52.56	1.77
Pm	6	3.80	.45	2.37	.83	3.92	.62	3.50	.76	3.46	.42	3.96	.53	53.33	1.80	46.67	3.14
pM	4	3.70	.41	2.95	.65	4.19	.51	3.75	.25	3.69	.37	3.94	.27	45.25	4.21	53.75	3.34
pm	12	3.42	.37	2.92	.58	3.90	.26	3.65	.39	3.42	.51	3.65	.57	44.08	4.84	47.08	2.22
Mid-career teacher	25	3.70	.57	2.50	.85	3.85	.49	3.58	.62	3.61	.56	3.95	.62	49.60	5.50	49.16	4.92
PM	9	3.82	.47	2.13	.59	4.11	.37	3.78	.45	3.94	.39	4.36	.39	53.89	2.92	53.33	2.40
Pm	5	3.48	.65	3.00	.52	3.50	.45	3.05	.70	3.40	.68	3.50	.82	53.60	2.87	45.00	3.29
pM	4	3.90	.70	2.45	1.38	3.81	.32	4.13	.41	3.63	.57	4.00	.64	45.00	2.12	52.25	1.79
pm	7	3.60	.44	2.66	.69	3.79	.54	3.39	.44	3.32	.39	3.71	.25	43.86	2.90	45.00	3.46
Veteran teacher	26	3.61	.74	2.52	.80	3.68	.69	3.57	.59	3.50	.86	3.86	.69	48.42	7.05	49.00	6.13
PM	8	4.05	.26	2.18	.42	4.00	.40	3.97	.40	4.22	.40	4.34	.30	54.13	3.22	54.00	2.18
Pm	6	2.80	.58	2.97	.98	3.42	.75	3.17	.64	2.63	.88	3.50	.82	52.33	2.69	42.83	6.09
pM	6	4.13	.52	2.37	.86	3.88	.77	3.63	.57	3.71	.47	3.83	.57	43.50	5.80	52.67	1.97
pm	6	3.30	.62	2.67	.68	3.33	.59	3.38	.40	3.21	.64	3.58	.64	41.83	5.87	44.83	3.67

between these countries in P behavior, but there was a significant difference in M behavior ( $t=2.60$ ,  $df=166$ ,  $p=.01$ ), which shows that the score of teachers in China is higher than Japan.

Then as a result of two-factor analysis of variance of teaching experience and country, the main effect of teaching experience was not observed, but the main effect of country was observed for P behavior ( $p<.05$ ) and M behavior ( $p<.05$ ) of elementary school teachers (Chinese > Japanese). The interaction of teaching experience and country was not observed.

### 3.3 Comparison of Classroom Climate between China and Japan

As a result of t-test for the country differences among 6 factors of classroom climate of elementary school teachers in China and Japan, there was a significant difference in Involvement in class activities ( $t=2.85$ ,  $df=137$ ,  $p<.01$ ), Satisfaction ( $t=3.22$ ,  $df=137$ ,  $p<.01$ ) and Self-disclosure ( $t=2.44$ ,  $df=137$ ,  $p<.05$ ), which shows that the score of teachers in China is higher than Japan.

Then as a result of two-factor analysis of variance of teaching experience and country on 6 factors of classroom climate of elementary school teachers in China and Japan, the main effect of teaching experience was not observed, but the main effect of country was observed in Involvement in class activities ( $p<.001$ ), Satisfaction ( $p<.001$ ), Self-disclosure ( $p<.001$ ), and Order ( $p<.05$ ). In both cases, the scores of Chinese teachers were higher than Japanese teachers.

As shown in Figure 1, in satisfaction the interaction of teaching experience and country was observed ( $p<.05$ ). Specifically, there is no country difference between new teachers, while there are country differences between Mid-career and Veteran teachers, and China is higher than Japan.

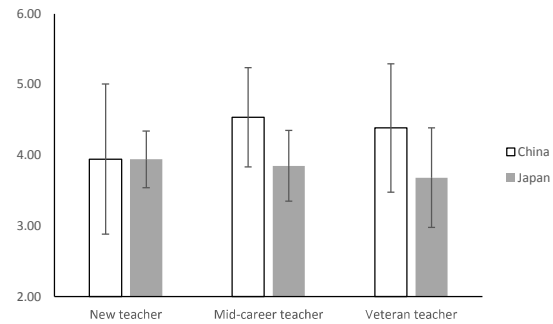


Figure 1. A two-factor analysis of variance in Satisfaction

### 3.4 The Correlation between Teachers' Leadership and Classroom Climate

The correlation test results of the teachers' leadership P behavior, M behavior and the 6 factors of the classroom climate are shown in Table 2.

The result showed that both P behavior and M behavior were positively correlated with the positive factors of the classroom climate, and M behavior was negatively correlated with the negative factors of the classroom climate: Friction.

### 3.5 The Effect of the Teachers' Leadership Type on the 6 Factors of the Classroom Climate

The 6 factors of classroom climate were analyzed by one-element variance analysis of teachers' leadership types (PM-type, Pm-type, pM-type, and pm-type) (Table 3).

The results show that there are significant differences in the teachers' leadership types of the 6 factors of the classroom climate. The PM-type and pM-type of the positive factors score are higher than the Pm-type and pm-type, and the negative factors are the opposite. In other words, the teachers' leadership in pm-type and Pm-type is not conducive to creating a positive classroom climate.

Table 2. The correlation coefficient of classroom climate and teachers' leadership

	1	2	3	4	5	6	7	8
1. Involvement in class activities	-							
2. Friction	-.27***	-						
3. Satisfaction	.72***	-.28***	-					
4. Self-disclosure	.54***	-.13	.63***	-				
5. Task orientation	.62***	-.25***	.57***	.40***	-			
6. Order	.61***	-.24***	.60***	.51***	.60***	-		
7. Performance	.48***	-.11	.56***	.44***	.29***	.52***	-	
8. Maintenance	.60***	-.33***	.67***	.57***	.47***	.49***	.50***	-

\*\*\* =  $p<.001$



**Table 3.** One-way ANOVA of teachers' leadership types on Classroom climate

Involvement in class activities				Friction			Satisfaction			Self-disclosure			Task orientation			Order			
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i> (3,180)	<i>M</i>	<i>SD</i>	<i>F</i> (3,180)	<i>M</i>	<i>SD</i>	<i>F</i> (3,180)	<i>M</i>	<i>SD</i>	<i>F</i> (3,180)	<i>M</i>	<i>SD</i>	<i>F</i> (3,180)	<i>M</i>	<i>SD</i>	<i>F</i> (3,180)
pm	49	3.32	.56		2.80	.62		3.42	.74		3.28	.59		3.23	.71		3.52	.71	
Pm	36	3.72	.83	19.64***	3.01	.82	pm>Pm;	3.98	.81	24.86***	3.59	.84	18.45***	3.39	.97	pm<pM,	3.92	.86	12.28***
pM	32	4.14	.69	pm<Pm,pM,PM; Pm<pM,PM	2.45	1.00	Pm>pM, PM	4.35	.77	PM;	4.03	.70	pm,Pm< pM,PM	3.84	.92	PM;	4.13	.75	PM;
PM	67	4.16	.52		2.37	.69		4.49	.52	Pm<PM	4.18	.65		3.95	.70	Pm<PM	4.34	.68	Pm<PM

However, the PM-type and pM-type show a positive effect on creating a positive classroom climate. In addition, in the two factors of Satisfaction and Involvement in class activities, Pm-type is higher than pm-type.

#### 4. Discussion

As a result of comparison of teachers' leadership between China and Japan, M behavior shows significant national differences, and China is higher than Japan. This is related to the national difference between the management system of elementary school teachers in China and Japan. Basically, Chinese elementary school teachers work in certain school from the beginning of employment until retirement. They do not transfer to other schools or change career frequently. On the other hand, Japanese elementary school teachers usually work in a certain school for a certain period, and then transfer to other elementary schools every three to five years. Japanese elementary school teachers do not work in a certain school for more than 10 years<sup>[24]</sup>. Therefore, comparing with Japan, Chinese elementary school teachers have a closer relationship with the children in their class and their parents, and they are also much more familiar with the network of local people. The fact that Chinese elementary school teachers have a better understanding of the children's family situation, it provides them the ability to actively intervene not only in the children's studies but also in their lives. As a result, the M behavior of Chinese elementary school teachers can be more fully utilized.

As a result of comparison of classroom climate between China and Japan, the positive factors (Satisfaction; Involvement in class activities, Self-disclosure and Order) of classroom climate show significant national differences, and China is higher than Japan. This is related to the policy of moral education in China. The moral education training for teachers in China emphasizes teachers to pay attention to students' school activities such as handicrafts, art, pottery, and robot exploration, while conducting class management<sup>[25]</sup>. Therefore, Chinese teachers have higher scores than Japanese teachers on the two factors of Satisfaction and Involvement in class activities. Children's school life became colorful, so they can freely develop

their own interests and specialties than before. It increases the communication between children and teachers through a variety of class activities. These student-student communications, teacher-student communications have strengthened the interpersonal relationship in the class, which can predict the higher scores of Self-disclosure factors in Chinese teachers.

In Japan, the function of class is defined as: to teach and learn, to practice acquiring character, to develop altruistic behavior, to experience team work and restrain self-desire, to meet social needs, to develop empathy, 6 aspects<sup>[26]</sup>. In China, the function of class is defined as to establish social values and set up life goals, to impart scientific and cultural knowledge, to develop basic social life skills, to learn social life norms, to train social behavior, to provide character learning conditions, to cultivate social roles, to promote development function, to meet demand function, diagnosis function, correction function, 8 functions<sup>[27]</sup>. It shows that there are differences in the concept of class management between China and Japan. Teachers in Japan emphasize the cultivation of children's altruistic behavior and empathy, while teachers in China focus on the regulation of children's behavior. It is the reason why there is a significant difference in Order where China is higher than Japan.

As a result of the correlation test between teachers' leadership and classroom climate, the teachers' leadership P behavior and M behavior of teachers' leadership help create a positive classroom climate. This result is consistent that the result of previous study with children as research subjects. It showed that the teachers' leadership M behavior determines whether the classroom climate is positive or negative<sup>[28]</sup>. If the M behavior score is high, the classroom climate is positive, and if the M behavior score is low, the classroom climate is negative. It means teachers' leadership M behavior plays a vital role in creating a positive classroom climate. But P behavior can also improve children's Involvement in class activities and Satisfaction with the school.

As a result of examining the effect of teachers' leadership on 6 factors of the classroom climate, teachers' leadership is desirable in the order of PM-type, pM-type,

Pm-type to create a positive classroom climate. In other words, P behaviors and M behaviors are both required to create a positive classroom climate, but a certain effect remains when there is only M behavior. It has been pointed out that teachers' leadership P behavior causes a "sanctioned bullying perpetrator tendency" [29]. Therefore, only exerting the teachers' P behavior and ignoring the M behavior may lead to a negative classroom climate. It is necessary to be very careful when exercising only P behavior.

## 5. Conclusions

First, teachers' leadership is influential in leading classroom climate, especially M behaviors is conducive to a positive classroom climate. M behaviors means teachers' awareness and guidance of students' emotion, background and complex issues surrounding life, such as caring about students' study and family life, tolerating students' opinions and emotions, responding to students' communication needs after class, and assimilating into peer groups, etc.

Secondly, P behaviors means teachers are more aware of school regulations, academic result, and class discipline, such as forbidding student to violate school rules, supervising students' learning as a competition etc. Although P behavior plays an essential role in creating a positive classroom climate, if there is P behaviors only and no M behavior, it will lead to a negative classroom climate, thereby reducing students' enthusiasm in learning and adaptability to the school.

Thirdly, regarding the comparison between Chinese and Japanese teachers, moral education in China enriches students' life at school and strengthened teachers' M behavior. On the other hand, the school transfer system in Japan where teachers need to change to different primary schools every three to five years, ensures equity in education but frequent changes are not conducive to teachers' M behavior.

At last, but not least, the definition of class functions between China and Japan is different. China emphasizes children's moral norms, while Japan pays more attention to children's altruistic behavior and empathy. It is difficult to say which concept is better, because the two concepts are indispensable. We must not only cultivate children to restrain their behavior and obey rules, but also cultivate children to respect and understand others and improve social development.

This study explored the relationship between teachers' leadership and classroom climate by comparing elementary school teachers in China and Japan. This study provides a theoretical basis for teachers in class management

for the future.

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