Pakistan Social Sciences Review
www.pssr.org.pk

RESEARCH PAPER

Investigating Teacher Leadership in Government Degree College Naudero: A Mixed Method Approach

Dr. Shahid Hussain Mughal [1] Ishfaque Ali Kalhoro [2] Dr. Gulzar Ahmed [3]

1. Associate Professor, Department of Education, Sukkur IBA University, Sukkur, Sindh, Pakistan
2. Lecturer, Department of English Language and Literature, The Shaikh Ayaz University , Shikarpur, Sindh, Pakistan
3. Assistant Professor, Department of Teacher Education, The Shaikh Ayaz University Shikarpur, Sindh, Pakistan

PAPER INFO	ABSTRACT
	The purpose behind the perspective of this research study was to have investigation about phenomenon of Teacher Leadership by selecting particular case of Government Degree College Naudero at district Larkana in Pakistan. This research had been nothing but replica of previous research made by (Ysidro, 2010). Researcher had used cross sectional mix method with a deductive approach in case study based research. Teacher Leadership School Survey (TLSS) questionnaire was data collection tool used in this research which comprised close ended questions (quantitative) and semi-structured interviews (qualitative) approach, already developed by (Katzenmeyer, 2001). 10 college teachers were selected for data collection in this research. Findings collected from data suggest that teacher leadership has longstanding influence on the teaching learning process and results of student learning in this college. Teacher leadership had been perceived from different perspectives and researcher gathered the findings that teacher leadership has strong links with working conditions, and role of principal towards the school improvement plan. Though research was conducted with primary purpose to explore and understand how college teachers look at teacher leadership in the context of professional development, and student learning yet results of the same may be helpful to other research context also.

Introduction

In this age of globalization contextual changes have brought big challenges for Leadership role in educational institution which is very much instrumental to socio-economic and political cohesion in the development of society in particular and country as a whole. In Pakistan, Educational scenario is totally different from developed countries whereby education is well integrated with Information

technology to reflect the alignment of country with modern age. Effective education is the indicator of multiple development of society which runs from School .Teacher leadership role is the main driving force to develop the vision and mission of School. It is he who plays his role as change agent in the development and sustainability of school. It is the visionary capability of teacher leadership role that keeps school vision, curriculum, teachers, students, and society in alignment so as to produce community of leaders for the socio-economic development of country. Literature also supports teacher leadership as the stepping stone to the achievement of goals and objectives of School (Meiers, M., & Ingvarson, L. 2005). Gone are those days when Principal had been the only person to rule the college by exercising his authoritative attitude. Now in this age of globalization, shared leadership is the most important for the betterment of School environment.US educational policies even emphasize the importance of teacher leadership when they discuss about No Child Left Behind Act (NCLB) ,2001. However the term leadership in the context of teacher has gained much popularity throughout the world stake holders and educational administrators ,and it is considered the primary target to focus on for the achievement of better student out comes ,and overall society development(Datnow, 2002).

Keeping in view the importance of Teacher leadership in School for the development of society, researcher has made research on Teacher leadership in one of the government Boys Degree Colleges of Larkana , City Naudero, District Larkana. The purpose behind this research is to analyze the Teacher Leadership in the School. The focus of research is how teacher leadership role reflect in Planning, Organizing, Leading, Coordinating and assessing and evaluating curriculum development, community development, setting of values and norms in the shape of vision and mission to impart quality education to the society in this age of globalization.

This research is basically replica of research being previously made by Ysidro C. Salazar, Jr, (2010) and published by San Diego State University, titled as "Teacher to Leader" whereby Mixed Methods Approach has been used to Investigate Teacher Leadership in Program Improvement Secondary Schools in the context of secondary schools in the United States(Ysidro, 2010)**.**

Literature Review

In this chapter it will be explored what is the general scenario around the world about the teacher leadership and its influence on college improvement programs in different countries. The review of literature will provide background information to illustrate the related terms, and also help develop the understanding of the readers over the research problem in detail. The main focus of the literature review is to study the teacher leadership phenomenon in schools/colleges of the countries.

The importance of Principal leadership is well known but the concerns regarding school confinement within the leadership of only principal has somehow managed to the emergence of distributed leadership. Teacher leadership takes its birth when the distributed leadership approach is exercised in the surrounding of its context (York-Barr and Duke, 2004). This review of literature consolidates its focus on teacher

leadership and its important aspects. The role of context in the teacher leadership development has also been also considered.

(Frost and Durrant ,2003) states that cause behind the perspective of better change in the teaching learning process is the only action taken by teacher. Teachers are change agents who know how to lead change and bring about development and improvement in organization (Harris, 2003) and success is sure when opportunities are offered to teachers for the organizational development and change (Harris, 2008).

Teachers role and its teaching skills matter a lot and impart a huge influence on student learning (Muijs and Reynolds, 2011). This realization has gathered all stake holders,policy makers,and administrators to develop teacher leadership skills of teachers who are the real fountainheads in the organization for the achievement of objectives ,and they use ,and adopt different policies to retain the talented teachers for the development and sustainability of school (Darling-Hammond, et al, 1995).

Palmer (1919) stated in the past that role of teachers in past time had been simply follower of the directions given by the principal. it was the pathetic at that time when teacher was confined, and had limited access to participate in school development plan. There had been little room for teacher leadership concept. (Miller, 2005) asserted that role of teacher in old order factory-model school just as technical. The idea of teacher leadership emerged in early and mid 1900 but in 1980 it got popularity in the school reform movement (Murphy, 2005). Teacher leader ship gradually was badly considered the need of school reforms, and all the stakeholders from policy makers to educational administrators stressed upon the development of teacher leadership in practice.

From aforementioned literature review, it can be summed up that effective teacher leadership is born of school culture where by all from school Principal to School administration and school administration work collaboratively as team for the achievement of objectives and aims of school through vision and mission statement.

Keeping in view above literature review, following is the hypothesis made to confirm the relationship between variables that contribute to teacher leadership development and school improvement programs.

Hypotheses

1. There is positive relationship between school improvement programs and teacher leadership development.

2. There is positive relationship between teacher leadership development and positive working conditions.

Material and Methods

Basic descriptive and mixed method approach was used to explore the teacher leadership development. This offered an insight into generalization about how investigating teacher leadership help in the improvement of secondary school or college and understanding the perceptions of teacher leadership at college level education in Pakistan.

Research Design

This is a descriptive and explanatory research where in mixed method research approach is used in perspective towards generalization. This was used for collecting qualitative data and quantitative data in more depth to understand a general phenomenon. The research method for Data collection used in this research comprises Teacher Leadership School Survey (TLSS) questionnaire with close-ended questions (quantitative) and semi-structured interviews (qualitative), which will be responded by some of the college professors/lecturers at Government Boys Degree College Naudero.

Mixed method

The Mix method is used to have in depth study and understanding of teacher leadership in government college improvement program. Mixed method research design does not only leave room for researchers to survey the teacher leadership phenomenon in selected case but also offers opportunity by providing in-depth inquiry to validate quantitative results with quantitative data (Creswell, 2007).

Survey

Survey method, a kind of research widely, is used in social sciences whereby a researcher uses a questionnaire comprising list of questions for gathering data from a particular research population (people). The purpose behind the perspective of the survey research is to generalize the findings from sample to the population (Shaughnessy, Zechmeister, & Jeanne, 2011).

Teacher Leadership School Survey (TLSS) used in this research helped researcher gauge teachers' perceptions of teacher leadership in Govt Degree college Naudero.

Sampling and Research Population

The research population of this research is college teaching staff of Government Degree College Naudero. 10 college teachers out of 40 were selected randomly for conducting survey.

Data collection

Teacher Leadership School Survey (TLSS) questionnaire, was the tool used for data collection in the aforementioned college.

Data Analysis

The quantitative analysis is being made in this research so as to understand general phenomenon. This is a descriptive and explanatory, a mixed method, a case study and survey based study, using deductive approach involving self-administered questionnaire. The data was collected from 10 college teachers working at Government Degree College Naudero. The responses to the questionnaire were analyzed descriptively by using MS-Excel software.

Result and Discussions

After conducting the analysis of data collected through mixed method strategy reveals further insights in teacher leadership concept and following the outcomes/findings are presented for further discussion Moreover results will show the way teachers have perception about teacher leadership, and their willingness for supporting and adopting teacher leadership in college.

Section 01
Knowledge and skills: Building trusting relationships

Q 01: I foster group membership for all participants so that all perspectives are valued.

Opinion	Frequency of responses	Percentage
Consistently/regularly	07	70%
Usually	02	20%
Occasionally	01	10%
Rarely	0	0
	Total responses: 10	**100%**

The results of this question show that 70% respondents responded regularly in the survey , 20% responded usually ,and only 10% respondents responded occasionally to foster group membership for all participants so that all perspectives are valued.

Q 2: I listen intentionally to all participants to fully understand what is communicated.?

Opinion	Frequency of responses	Percentage
Consistently/regularly	05	50%
usually	03	30%
Occasionally	02	20%
Rarely	0	0
	Total responses: 10	**100%**

By going through the responses of this question we came to know that50% respondents responded regularly,30% responded usually, and 20% respondents responded occassionaly for listening to all the participants to fully understand the communication.

Q 03: I take an ethical stance and support others in operating from an ethical perspective.

Opinion	Frequency of responses	Percentage
Consistently/regularly	04	40%
Usually	05	50%
Occasionally	01	10
Rarely	0	0
	Total responses: 10	100%

By having analysis of all the responses, it was found that 40% respondents responded regularly,50% responded usually ,and only 10% responded occasionally for taking ethical stance, and supported others in operating from an ethical perspective.

Q 4: I create a safe environment so that each participant feels safe to risk, learn and share.

Opinion	Frequency of responses	Percentage
Consistently/regularly	06	60%
Usually	03	30%
Occasionally	01	10
Rarely	0	0
	Total responses: 10	100%

The result of the aforementioned question showed that 60% respondents responded regularly, 30% responded usually, and only 10% responded occasionally for creating safe environment so that each participant feels safe to risk, learn and share.

Q 5: I am aware of and act on the cultural needs and interests of my participants.

Opinion	Frequency of responses	Percentage
Consistently/regularly	03	30%
Usually	04	40%
Occasionally	02	20%
Rarely	01	10
	Total responses: 10	100%

After the analysis of the responses, it was known that 30% responded regularly,40% responded usually,20% responded occasionally ,and 10% responded rarely for being aware of and acted on the cultural needs and interests of their participants.

Q 06: What knowledge and skill do I need to develop to be more effective when working with adult learners?

Respondent 01: I think it is very much necessary to be familiar and well equipped with social skills , and knowledge so as to be more effective while working with adults.

Respondent 02: In my opinion leadership skills play important role ,and can be instrumental for for a teacher to be more effective when working with adult learners.

Respondent 03: I consider pedagogical skills more important and suitable for teacher so as to be more effective when working with adult learners.

Respondent 04: cultural knowledge is the most important for teacher to be familiar with in order to be effective when working with adult learners.

Respondent 05: To me knowledge and content are of great importance for teacher while dealing with adult learners in order to be effective when working with adult learners.

Respondent 06: In my opinion presentation skills and language skills stand very much necessary for teacher to be more effective when working with adult learners.

Respondent 07: Classroom management skill, resource management skill and content knowledge have greater role for teacher when working with adult learners.

Respondent 08: Teacher well imbued with quality of integrity and confidence can be more effective when working with adult learners.

Respondent 09: Emotional intelligence and motivational skills are the necessary for teacher to be built with so as to be effective when working with adult learners.

Respondent 10: In my opinion effective teaching practices, creativity, and critical thinking is important for teacher to be effective when working with adult learners.

Discussion

In view of the responses gathered from respondents, it was found that teacher needs to be well equipped with all the necessary knowledge, skills, creativity, critical thinking, leadership qualities, and emotional stability and intelligence in the context of formal and informal role of teaching profession so as to be more effective while working with adults.

Section 02
Knowledge and skills: Facilitating professional learning for adults

Q 07: I create environment and plan activities that encourage adult learners to question their assumptions.

Opinion	Frequency of responses	Percentage
Consistently/regularly	02	20%
Usually	05	50%

Occasionally	03	30%
Rarely	0	0
	Total responses: 10	**100%**

After analysis of the responses collected from respondents ,it was found that 50% responded usually,30% resonded regularly, and 20% responded for creating environment and planned activities that encourage adult learners to question their assumptions.

Q 08: I encourage adult learners' engagement in order to maximize opportunities to learn.

Opinion	Frequency of responses	Percentage
Consistently/regularly	03	30%
Usually	06	60%
Occasionally	01	10%
Rarely	0	0
	Total responses: 10	**100%**

After analysis of the responses, we came to know that 60% responded usually,30% responded regularly, and 10% responded occasionally for encouraging adult learners' engagement in order to maximize opportunities to learn.

Q 09: I consider the spectrum of content knowledge and understanding of pedagogy as I plan professional learning opportunities.

Opinion	Frequency of responses	Percentage
Consistently/regularly	02	20%
Usually	06	60%
Occasionally	02	20%
Rarely	0	0
	Total responses: 10	**100%**

Analysis of the responses to this question showed us that 60% responded usually,20% regularly ,and 20% occasionally for, considering the spectrum of content knowledge and understanding of pedagogy as they planned their professional learning opportunities.

Q 10: What knowledge and skills do I need to develop to be more effective in facilitating professional learning?

Respondent 01: social skills and emotional skills are necessary to be developed for teacher so as to be more effective in facilitating professional learning.

Respondent 02: In my opinion pedagogy skills and planning skills play important role for teacher. Therefore these skills are to be developed in facilitating the professional learning in effective way.

Respondent 03: Effective teaching practices are required to be focused on in facilitating the professional learning.

Respondent 04: collaborative skills can be of greater importance in managing to be effective facilitator in professional learner.

Respondent 05: cultural awareness is necessary to be familiar with so as to be effective facilitator for professional learner.

Respondent 06: content knowledge coupled with effective pedagogical skills can go well for teacher to be effective in facilitating professional learners.

Respondent 07: In my opinion classroom resource management and classroom management skills are to be considered more effective for teacher in facilitating professional learners.

Respondent 08 content knowledge, time management skills, and presentation skills are needed to become more effective in facilitating professional learner.

Respondent 09: Problem-solving skills and activity planning skill prove to be more effective in facilitating professional learner.

Respondent 10: Management skills and critical thinking need to be developed for managing to be more effective in facilitating the professional learning.

Discussion

In the light of responses gathered from respondents, it was found that all the aforementioned skills are desperately needed for them so as to be more effective in facilitating the professional learning. Therefore specially while working with adult learners, teachers may consolidate their concentration for the development of all those qualities and skills mentioned above.

Dispositions

Q11: I accept and act on constructive feedback in order to model an open mind and improve my practice.

Opinion	Frequency of responses	Percentage
Consistently/regularly	06	60%
Usually	03	30%
Occasionally	01	10%
Rarely	0	0
	Total responses: 10	**100%**

The result gathered from the responses showed that 60% responded regularly, 30% responded usually, and 10% responded occasionally for accepting and acting on constructive feedback in order to model an open mind and improve their practice.

Q 12: What fears do I have about working with adult learners?

Respondent 01: I mostly show concerns about time management in teaching learning process while working with adult learners.

Respondent 02: short of finances somehow create problem in the completion of all those activities which can be quite instrumental to the development of critical thinking of adult learners.

Respondent 03: I sometimes feel difficulty while working with adult learners due to lack of confidence.

Respondent 04: I feel haunted with social anxiety while working with adult learners.

Respondent 05: I have sometimes fears about lack of support from system while working with adult learners.

Respondent 06: lack of cooperation from peers, administration and learners disturbs me when I work with adult learners.

Respondent 07: I am occupied with fear of communication gaps while working with adult learners.

Respondent 08: Irrelevance of curriculum creates a problem for me when I with adult learners.

Respondent 09: I feel shaky about diversity related issues in classroom while working with adult learners.

Respondent 10: I come across language barriers in communications while working with adult learners hailing from different cultural backgrounds and ethnicity.

Discussion

The result we collected from responses of different teachers showed that almost all the selected teachers were preoccupied with aforementioned fears while working with adult learners.

Collaborative Work

Q 13:I show that I value diverse opinion as an important element of problem solving.

Opinion	Frequency of responses	Percentage
Consistently/regularly	04	40%
Usually	06	60%
Occasionally	0	0
Rarely	0	0
	Total responses: 10	**100%**

The analysis of responses showed that 60% responded usually, and 40% responded for giving value to diverse opinion as an important element of problem solving.

Q 14: I share responsibility and leadership to enhance the collaborative work process.

Opinion	Frequency of responses	Percentage
Consistently/regularly	04	40%
Usually	06	60%
Occasionally	0	0
Rarely	0	0
	Total responses: 10	**100%**

After going through analysis of responses we came to know that 60% responded usually and 40% responded regularly for sharing responsibility and leadership to enhance the collaborative work process.

Q 15: I hold myself accountable to the group's goals and outcomes so that the group is successful.

Opinion	Frequency of responses	Percentage
Consistently/regularly	04	40%
Usually	05	50%
Occasionally	01	10%
Rarely	0	0
	Total responses: 10	**100%**

The analysis of responses showed that 50% responded usually ,40% responded regularly ,and only 10% responded for holding themselves accountable to the group's goals and outcomes so that the group was successful.

Q 16: What skills do I need to deepen my collaborative expertise?

Respondent 01: Team building skills I need to deepen my collaborative expertise.

Respondent 02: In my opinion communication skills are needed to deepen my collaborative expertise.

Respondent 03: I need to cultivate trust building skills to deepen my collaborative expertise.

Respondent 04: I need to inculcate conflict management skills to deepen my collaborative expertise.

Respondent 05: In my opinion I need to enhance social skills so as to deepen my collaborative expertise.

Respondent 06: I need to learn how to delegate my powers in order to deepen collaborative expertise.

Respondent 07: I think I need to develop fair system to deepen my collaborative expertise.

Respondent 08: In my opinion, cooperation and coordination is required to deepen collaborative expertise.

Respondent 09: I think value based system on mutual respect I need to develop in order to deepen collaborative expertise.

Respondent 10: I believe that system of equity and justice I need to develop so as to deepen collaborative expertise.

Discussion:

All the aforementioned skills and knowledge is required for respondents so as to deepen their collaborative expertise.

Organizational Skills

Q 17: I move the group to task completion using appropriate process.

Opinion	Frequency of responses	Percentage
Consistently/regularly	05	50%
Usually	04	40%
Occasionally	01	1 0%
Rarely	0	0
	Total responses: 10	**100%**

The analysis of responses shows that the majority of the respondents (50%) responded consistently and (30%) responded usually ,and 10 % responded for moving the group to task completion using appropriate process.

Q 18: I delegate responsibility to enhance efficiency.		
Opinion	Frequency of responses	Percentage
Consistently/regularly	06	60%
Usually	04	40%
Occasionally	0	0
Rarely	0	0
	Total responses: 10	**100%**

The responses in the light of question showed that (60%) responded regularly, and (40%) responded usually for delegating their responsibility to enhance efficiency.

Q 19: What organizational skills do I need to develop?

Respondent 01: strategic planning skills are required to be developed.

Respondent 02: In my opinion Communication skills are necessary to be developed. **Respondent 03:** I think coordination and cooperation need to be developed while working with adults.

Respondent 04: I need to develop curriculum designing skills while working with adults. **Respondent 05:** I believe that I need to develop problem solving skills

Respondent 06: In my opinion I need to develop assessment and evaluation skills.

Respondent 07: I need to develop is Planning skills.

Respondent 08: In my opinion I need to develop Organizing skills.

Respondent 09: I feel that I need to develop distributive leadership skills..

Respondent 10: I believe that most important organizational skills I need to develop are team building skills.

Discussions

From the above responses we come to know that all the aforementioned organizational skills are desperately needed to be developed by the respondents.

Q 20: Where does collaboration work the best?

Respondent 01: In my opinion collaboration works the best in the environment which supports project based learning.

Respondent 02: collaboration works best in well disciplined environment.

Respondent 03: collaboration works best in the environment whereby charter of duties is predefined.

Respondent 04: I think collaboration does work best in the classroom discipline.

Respondent 05: In my opinion collaboration shared leadership rules the organization. **Respondent 06:** collaboration works best in the environment whereby organization believes in team building.

Respondent 07: In my opinion collaboration works best in the environment whereby all the teachers are assigned responsibilities to develop their potential.

Respondent 08: I believe that collaboration works best in the environment where by collective cause at the institutional level is focused on priority basis.

Respondent 09: I think collaboration works best in group based assignments.

Respondent 10: I believe that collaboration works in the environment whereby freedom of expression is encouraged on equality basis.

Discussion

In the view of responses, it was showed that respondents need such environment whereby all the aforementioned indicators are necessary to be developed and exercised for collaborative work.

Q 21: I exhibit a belief in life-long learning as a foundation for education.		
Opinion	Frequency of responses	Percentage
Consistently/regularly	05	50%
Usually	04	40%
Occasionally	01	10%
Rarely	0	0
	Total responses: 10	100%

The analysis of the responses showed that 50% responded regularly, 40% responded usually, and 10% responded occasionally for believing in life-long learning as a foundation for education.

Q 22: I am committed to supporting the growth of colleagues.		
Opinion	Frequency of responses	Percentage
Consistently/regularly	05	50%
Usually	04	40%
Occasionally	0	10%
Rarely	0	0
	Total responses: 10	100%

After the analysis of the responses, we found that 50% responded regularly, 40% responded usually, and 10% responded occasionally for supporting the growth of colleagues.

Q 23: I enjoy the complexity of problem-solving instructional opportunity gaps, welcoming and honoring the contributions of others (parents, students, colleagues).		
Opinion	Frequency of responses	Percentage
Consistently/regularly	06	60%
Usually	03	30%
Occasionally	01	10%
Rarely	0	0
	Total responses: 10	100%

The analysis of the responses showed that 60% responded regularly, 30% responded usually, and 10% responded occasionally for enjoying the complexity of problem-solving instructional opportunity gaps, welcoming and honoring the contributions of others (parents, students, colleagues).

Q 24: How do I build a community that keeps me professionally relevant?

Respondent 01: I build a community through development of team building skills.

Respondent 02: I build community that keeps me professionally relevant by developing trust building skills.

Respondent03: I build community by establishing shared decision making policies. **Respondent 04:** I build community by engaging all in team work for the achievement of predefined goals and objectives of the institution.

Respondent 05: I build community on the rule of cooperation and coordination.

Respondent 06: I build community by establishing healthy working school environment. **Respondent 07:** I build community by sharing and encouraging to go by vision and mission of the school.

Respondent 08: I build community by developing communications skills.

Respondent 09: I build community by establishing system based on equity and justice.

Respondent 10: I build community by encouraging their participation in decision making process of all school matters and policies on equality basis.

Discussion

The responses gathered from respondents showed that all the aforementioned indicators are developed and followed for building community that keeps them professionally relevant.

Q 25: I maintain an open mind while building positive relationships.		
Opinion	**Frequency of responses**	**Percentage**
Strongly agree	06	60%
Usually	04	40%
Occasionally	0	0
Rarely	0	0
	Total responses: 10	**100%**

The analysis of the responses showed that 60% responded regularly, 40% responded usually for maintaining an open mind while building positive relationships.

Q 26: I adapt my communication skills for the unique needs of adult learners in a group.		
Opinion	**Frequency of responses**	**Percentage**
Consistently/regularly	04	40%
Usually	05	50%

Occasionally	01	10%
Rarely	0	0
	Total responses: 10	**100%**

After the analysis of the responses, we found that 50% responded usually, 50% responded usually, and 10% responded occasionally for adapting their communication skills for the unique needs of adult learners in a group.

Q 27: I invite and honor diverse views.

Opinion	Frequency of responses	Percentage
Consistently/regularly	05	50%
Usually	04	40%
Occasionally	01	10%
Rarely	0	0
	Total responses: 10	**100%**

After the analysis of the responses, we found that 50% responded regularly, 40% responded usually, and 10% responded for giving invitation and honor to diverse views.

Q 28: I embrace healthy, productive discussions.

Opinion	Frequency of responses	Percentage
Consistently/regularly	04	40%
Usually	05	50%
Occasionally	01	10%
Rarely	0	0
	Total responses: 10	**100%**

The analysis of the responses showed that 50% responded usually, 40% responded regularly, and 10% responded occasionally for embracing healthy, productive discussions.

Q 29: What knowledge and skills do I need to develop, to be more effective in building relationships through communications?

Respondent 01: I need to develop trust building skills to be more effective in building relations through communications.

Respondent 02: I need to develop team building skills in order to be more effective in building relations through communications.

Respondent 03: I need to develop emotional intelligence skills to be more effective in building relations through communications.

Respondent 04: I need to develop leadership skills in order to be more effective in building relations through communications.

Respondent 05:I need to develop healthy attitude in order to be more effective in building relations through communications.

Respondent 06: I need to develop freedom of expression so as to be more effective in building relations through communications.

Respondent 07:I need to develop fair system based on justice to be more effective in building relations through communications.

Respondent 08:I need to develop social integration without difference of colour, creed ,and culture to be more effective in building relations through communications.

Respondent 09:I need to develop social skills in order to be more effective in building relations through communications.

Respondent 10: I need to develop management skills in order to be more effective in building relations through communications.

Discussion

The responses gathered from respondents showed that respondents need to develop all the aforementioned skills and knowledge in order to be more effective in building relationships through communications.

Q 30: What fears do I have about communicating with adults?

Respondent 01:I am haunted with lack of emotional intelligence skills in communicating with adults.

Respondent 02: I feel lack of confidence in communicating with adult learners.

Respondent 03: I have fear of having no management skills in communicating with adult learners.

Respondent 04:I feel uneasy due to dearth of infrastructure in communicating with adult learners.

Respondent 05: I feel fear of having   time management issue in communicating with adult learners.

Respondent 06: I feel fear of being not built with leadership skills in communicating with adult learners.

Respondent 07: I have fear of poor performance in communicating with adult learners.

Respondent 08: I have fear of being short tempered in communicating with adult learners.

Respondent 09: I have fear of having disciplinary issues in communicating with adult learners.

Respondent 10: I feel fear of having no team building skills in communicating with adult learners.

Discussion

The analysis of the responses showed that respondent had been haunted with fear of all the aforementioned indicators in communicating with adult learners.

Q 31: What might I do about confronting or challenging my fears?

Respondent 01: I might develop healthy environment about confronting my fears.

Respondent 02: I might develop my management skills about confronting my fears. **Respondent 03:** I might develop my leadership qualities about confronting my fears. **Respondent 04:** I might develop trust building skills about confronting my fears.

Respondent 05: I might develop my emotional intelligence skills about confronting my fears. **Respondent 06:** I might develop creativity and critical thinking skills about confronting my fears.

Respondent 07: I might develop team building skills about confronting my fears.

Respondent 08: I might develop knowledge and understanding level about challenging my fears.

Respondent 09: I might develop social skills about challenging my fears.

Respondent 10: I might develop cooperation and coordination level about challenging my fears.

Discussion

In the light of responses we came to know that all the above indicators are very much necessary considered on the part of respondents about challenging their fears.

Q 32: I understand the power structure and how decisions are made in various contexts within a system.		
Opinion	**Frequency of responses**	**Percentage**
Consistently/regularly	03	30%
Usually	05	50%
Occasionally	02	20%
Rarely	0	0
	Total responses: 10	**100%**

After the analysis of the responses, we found that 50% responded usually, 30% responded regularly, and 20% responded occasionally in understanding the power structure and how decisions are made in various contexts within a system.

Q 33: I understand and manage resistance as a legitimate element of working within a system.

Opinion	Frequency of responses	Percentage
Consistently/regularly	02	20%
Usually	04	40%
Occasionally	04	40%
Rarely	0	0
	Total responses: 10	**100%**

The analysis of the responses showed that 40% responded usually, 40% responded occasionally, and 20% responded regularly in understanding and managing resistance as a legitimate element of working within a system.

Q 34: I facilitate collective or collaborative inquiry processes and practices within a system.

Opinion	Frequency of responses	Percentage
Consistently/regularly	04	40%
Usually	05	50%
Occasionally	01	10%
Rarely	0	0
	Total responses: 10	**100%**

After going through analysis of responses we came to know that 50% responded usually and 40% responded regularly, and 10% responded occasionally for facilitating collective or collaborative inquiry processes and practices within a system.

Q 35: I pose the right question at the right time to the right people.

Opinion	Frequency of responses	Percentage
Consistently/regularly	04	40%
Usually	06	60%
Occasionally	0	0
Rarely	0	0
	Total responses: 10	**100%**

After the analysis of the responses, we found that 60% responded usually, 40% responded regularly for posing the right question at the right time to the right people.

Q 36: I understand how finances and resources are allocated (i.e. projects, schools, system wide) and access resources when necessary.

Opinion	Frequency of responses	Percentage
Consistently/regularly	03	30%
Usually	04	40%
Occasionally	02	20%
Rarely	01	10%
	Total responses: 10	**100%**

The analysis of the responses showed that 40% responded usually, 30% responded regularly, 20% responded occasionally, and 10% for understanding how finances and resources are allocated (i.e. projects, schools, and system wide) and access resources when necessary.

Q 37: What knowledge and skills do I need to develop to be more effective to work within a system?

Respondent 01: I need to develop leadership skills to be more effective to work within a system.

Respondent 02: I need to develop assessment and evaluation skills in order to be more effective to work within an educational system.

Respondent 03: I need to develop teacher leadership skills in order to be more effective to work within a system.

Respondent 04: I need to develop project based learning skills to be more effective to work within an educational system.

Respondent 05: I need to develop creativity and critical thinking skills to be more effective to work within a system.

Respondent 06: I need to develop oral communication skills to be more effective to work within a system.

Respondent 07: I need to develop trust building skills in order to be more effective to work within an educational system.

Respondent 08: I need to develop emotional intelligence skills in order to be more effective to work within a system.

Respondent 09: I need to develop problem solving skills to be more effective to work within a system.

Respondent 10: I need to develop healthy environment to be more effective to work within a system.

Discussion

In the light of analysis of the responses, respondents need to develop all the indicators mentioned above so as to be more effective to work within a system.

Q 38: How does my school communicate the stakeholders involved in decision-making?

Respondent 01: My school uses school meeting forum in communicating stakeholders involved in decision making process.

Respondent 02: My School uses monthly school report in communicating all stakeholders involved in decision making process.

Respondent 03: My School uses quarterly report in communicating all stakeholders involved in decision making.

Respondent 04: My School uses annual report in communicating the stakeholders involved in decision making process.

Respondent 05: My School uses ICT in communicating the stakeholders involved in decision making.

Respondent 06: My School uses management team in communicating the stakeholders involved in decision making.

Respondent07: My School uses oral communication channels in communicating the stakeholders involved in decision making.

Respondent 08: My School uses letter writing in communicating the stakeholders involved in decision making.

Respondent 09: My School conducts seminars in communicating the stakeholders involved in decision making process.

Respondent 10: My School organizes quarterly meetings in communicating the stakeholders involved in the decision making process.

Discussion

The responses gathered from respondents showed that respondents uses all the aforementioned indicators in communicating the stakeholders involved in decision making.

Q 39: What do I do when confronted with a dissenting view of my proposal?

Respondent 01: I I invite them openly to have a solution of matter on the basis of mutual understanding.

Respondent 02: when I am confronted with a dissenting view of my proposal, I welcome them for improvement of proposal in the larger interest of school.

Respondent 03: I give due weight others views if they confront with my proposal.

Respondent 04: I encourage all others to come up with their views for getting good ideas for my proposal.

Respondent 05: I offer equal opportunities to all others for opposing my proposal in the larger interest of school.

Respondent 06: I organize formal and informal meetings to come up with good ideas so as to contribute to the development of proposal when I find them confronting with my proposal. **Respondent 07:** I encourage freedom of expression for getting good ideas .If I find any one confronting with my proposal, I welcome them.

Respondent 08: I believe in shared decision making process so I welcome them for opposing my proposal. Their views would contribute solid meat to the development of proposal. **Respondent 09:** I appreciate others views if they confront with my proposal. Mutual consent and understanding will help a lot in developing good proposal.

Respondent 10: I support team work. If I find people opposing my proposal, I include their valuable input in my proposal development.

Discussion

The responses gathered from respondents showed that respondents used all the aforementioned indicators if any one confronted with their proposals.

However when we look at all responses, we come to know that in this age of globalization, there is dire need of change in curriculum. Moreover it has to be designed and made keeping in view overall importance of teacher leadership in this age of information technology which plays important role in the achievement of vision, and mission of the school. This research verifies importance of teacher leadership and its impact on overall development and sustainability of Schools.

Conclusion

This research shows that teacher leadership in this age of globalization is very much important. It plays important role in bringing positive change in the overall development and sustainability of school. Moreover summary of the observation and perceptions developed from hypothesis is as follows:

The summary of the important observations deducted from the testing and analysis of the hypotheses formed in this research and the overall conclusions on the basis of the results obtained are as follow:

- The hypothesis was confirmed that there is positive relationship between school improvement programs and teacher leadership development.
- The hypothesis was confirmed that there is positive relationship between teacher leadership development and positive working conditions.

From the aforementioned results, it can be said that teacher leadership has greater impact on schools in this modern age, and all those schools whereby teacher leadership is not exercised, those schools must develop working conditions for teacher leadership in the larger interest of schools.

Recommendations

- To improve the teacher leadership roles in terms of globalization

- To develop school net working with other schools for collaborative learning in the context of teacher leadership at national and international level

- To Set the alignment of school vision, mission ,and teacher leadership

References

Beyer, C. J., Delgado, C., Davis, E. A., & Krajcik, J. (2009). Investigating teacher learning supports in high school biology curricular programs to inform the design of educative curriculum materials. *Journal of Research in Science Teaching*, *46*(9), 977-998.

Bolkan, S., Goodboy, A. K., & Griffin, D. J. (2011). Teacher leadership and intellectual stimulation: Improving students' approaches to studying through intrinsic motivation. *Communication Research Reports*, *28*(4), 337-346.

Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. ASCD.

Doyle, M. (2000). Making Meaning of Teacher *Leadership in the Implementation of a Standards-Based Mathematics Curriculum.* Paper presented at the Annual Meeting of the American Educational Research Association

Ghamrawi, N. (2010). No teacher left behind: Subject leadership that promotes teacher leadership. *Educational Management Administration & Leadership*, *38*(3), 304-320.

Gigante, N. A., & Firestone, W. A. (2008). Administrative support and teacher leadership in schools implementing reform. *Journal of Educational Administration*, *46*(3), 302-331.

Hollins1*, E. R., McIntyre, L. R., DeBose, C., Hollins, K. S., & Towner, A. (2004). Promoting a self-sustaining learning community: Investigating an internal model for teacher development. *International journal of qualitative studies in education*, *17*(2), 247-264.

Lambert, L. (2002). A framework for shared leadership. *Educational leadership*, *59*(8), 37-40.

Lambert, L. (2003). Leadership redefined: An evocative context for teacher leadership. *School leadership & management*, *23*(4), 421-430.

Leblanc, P. R., & Shelton, M. M. (1997). Teacher leadership: The needs of teachers. *Action in teacher education*, *19*(3), 32-48.

Leithwood, K., & Jantzi, D. (1999). The relative effects of principal and teacher sources of leadership on student engagement with school. *Educational administration quarterly*, *35*(5), 679-706.

Lieberman, A. (1992). Teacher leadership: What are we learning. *Teachers as leaders: Evolving roles*, 159-165.

Louis, K. S., Leithwood, K., Wahlstrom, K. L., Anderson, S. E., Michlin, M., & Mascall, B. (2010). Learning from leadership: Investigating the links to improved student learning. *Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto*, *42*, 50.

Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational administration quarterly*, *39*(3), 370-397.

McCay, L., Flora, J., Hamilton, A., & Riley, J. F. (2001). Reforming schools through teacher leadership: A program for classroom teachers as agents of change. *Educational Horizons*, *79*(3), 135-142.

Meiers, M., & Ingvarson, L. (2005). *Investigating the links between teacher professional development and student learning outcomes*. Department of Education, Science and Training

Moller, G., & Pankake, A. (2013). *Lead with me: A principal's guide to teacher leadership*. Routledge.

Murphy, J. (Ed.). (2005). *Connecting teacher leadership and school improvement*. Corwin Press.

O'Donnell, R. J., & White, G. P. (2005). Within the accountability era: Principals' instructional leadership behaviors and student achievement. *NASSP bulletin*, *89*(645), 56-71.

Poekert, P. E. (2012). Teacher leadership and professional development: Examining links between two concepts central to school improvement. *Professional development in education*, *38*(2), 169-188.

Salazar Jr, Y. C. (2010). *Teacher to leader: a mixed methods approach to investigating Teacher leadership in program improvement secondary schools* (Doctoral dissertation, San Diego State University).

Scribner, S. M. P., & Bradley-Levine, J. (2010). The meaning (s) of teacher leadership in an urban high school reform. *Educational Administration Quarterly*, *46*(4), 491-522.

Sherry, L., & Gibson, D. (2002). The path to teacher leadership in educational technology. *Contemporary issues in technology and teacher education*, *2*(2), 178-203.

Silins, H., & Mulford, B. (2004). Schools as learning organisations-Effects on teacher leadership and student outcomes. *School effectiveness and school improvement*, *15*(3-4), 443-466.

Smylie, M. A., Conley, S., & Marks, H. M. (2002). Exploring new approaches to teacher leadership for school improvement. *Yearbook of the National Society for the Study of Education*, *101*(1), 162-188..

Spillane, J. P., & Orlina, E. C. (2005). Investigating leadership practice: Exploring the entailments of taking a distributed perspective. *Leadership and Policy in Schools*, *4*(3), 157-176.

Spillane, J. P., Diamond, J. B., & Jita, L. (2003). Leading instruction: The distribution of leadership for instruction. *Journal of Curriculum studies*, *35*(5), 533-543.

Spillane, J. P., Halverson, R., & Diamond, J. B. (2001). Investigating school leadership practice: A distributed perspective. *Educational researcher*, *30*(3), 23-28.

Spillane, J. P., Halverson, R., & Diamond, J. B. (2004). Towards a theory of leadership practice: A distributed perspective. *Journal of curriculum studies*, *36*(1), 3-34.

York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of educational research*, *74*(3), 255-316.