

**ANALYSIS OF TEACHERS' LEADERSHIP  
BEHAVIOR AMONG DIFFERENT  
FACULTIES AT HIGHER EDUCATION  
LEVEL**

**By**

**Haleema Batool**



**NATIONL UNIVERSITY OF MODERN LANGUAGES  
ISLAMABAD**

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AMONG DIFFERENT FACULTIES AT HIGHER  
EDUCATION LEVEL**

By

**Haleema Batool**

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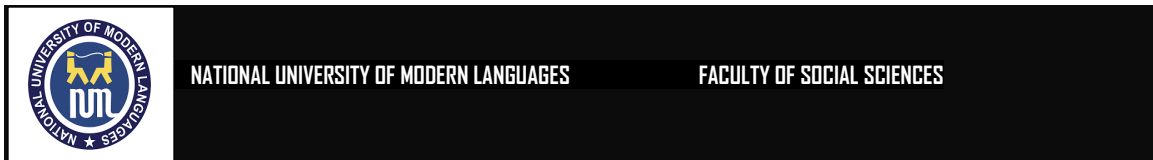
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Thesis Title: Analysis of Teachers' Leadership Behavior among Different Faculties at Higher Education Level

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## ABSTRACT

### **Thesis Title: Analysis of Teachers' Leaderships Behavior among Different Faculties at Higher Education Level**

This study aimed to examine teachers' leadership behavior at higher education level, to determine teachers' leadership behaviour among different faculties at higher education level and to explore the differences in teachers' leadership behavior based on demographic variables. Quantitative research approach and descriptive research design was used. The population of the current study was 170 university teachers from two universities of Gilgit Baltistan. Sample of the study was consisted of 118 university teachers which makes 69% of the target population. The four factor model of teacher leadership developed by Dehart and Angella, (2011) was used which has four dimensions of teachers leadership including Sharing Expertise, Sharing Leadership, Supra Practitioners and Principal Selection. Tool was adapted from Teacher Leadership Inventory of Angella and Dehart. Data was analyzed through SPSS by applying mean, t-test and ANOVA. The major finding of the results showed that the teachers agreed with the three dimensions, Sharing Leadership, Sharing Expertise and Principal Selection. But they were uncertain about the dimension Supra Practitioners. No significant difference in teachers' leadership behavior was found on the basis of faculty, gender and university. But a significant difference was found in teachers' leadership behavior on the basis of department, qualification, experience and age. It was concluded that teachers share same views about teachers' leadership behavior with respect to gender, university and Faculty. The more qualified, more experienced and senior teachers have stronger sense of leadership behavior at higher education level. It is recommended that universities may conduct collaborative sessions, seminars and training in order to boost up teachers' leadership behavior with respect to the dimension Supra Practitioners. It is also recommended that the senior, qualified and experienced teachers may work as a team with the novice and younger teachers in order to improve their leadership behavior.

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## LIST OF ABBREVIATIONS

<b>Abbreviations</b>	<b>Terms</b>
TLI	Teachers Leadership Inventory
GB	Gilgit Baltistan
KIU	Karakoram International University
UOB	University of Baltistan
NUML	National University of Modern Languages
SE	Sharing Expertise
SL	Sharing Leadership
SP	Supra Practitioners
PS	Principal Selection
SPSS	Statistical Package for Social Sciences

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## **DEDICATION**

### **Dedicated to**

Every challenging work needs self-efforts as well as guidance of elders specially those ,  
close to our hearts.

I dedicate this thesis to,

**My Beloved Parents,**

**Iqbal Hussain & Fatima Batool**

Their affection, love, encouragement and prayers made it possible to get such success and  
honor.

**My Husband**

**Dr Zaheer Abbas**

His infinite affection, love, care, support and trust is what kept me going and made my  
dreams come true and always make the impossible, possible.

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

In order to change the ecology of any organization, leadership plays a pivotal role. It is defined as the ability of influencing, leading, guiding and motivating the subordinates towards a predefined goal or objective. The supervision, provision and leadership behavior of institutional heads, principals and teachers become important in the attainment of institutional objectives. In this competitive era leaders must possess all those abilities and skills that are important in order to motivate the subordinates and to satisfy their job need and preferences (Alazani, Alharthey & Rasli, 2017).

Leadership is considered as one of the most complex and multifunctional phenomena. The concept of leader was abstracted before the biblical time in the early 1300 and later in 1700 the word leadership was introduced. Although there had been a lot of studies in early 90s but the proper scientific study on leadership started in the twentieth century and now leadership is considered as important area of research and study in the existing era (King, 1990).

Involvement of teacher teams is seen as a critical component of attaining long-term innovation in higher education. This necessitates team learning behaviors that should yield new information and solutions. University teachers, on the other hand, are not accustomed to discussing their work habits with one another and are more likely to overlook any innovation in their job. Team leadership conduct is frequently thought to be important for encouraging team learning behavior, however it is unclear how this occurs (Miele, 2017).

Educational institutions must make the best use of their available human and



material resources in order to attain the desired organizational objectives. Educational leaders undoubtedly are the most responsible for ensuring that these resources are used effectively. It's a fact that school administrators can't and shouldn't be the only ones in charge in the classroom. Teachers, on the other hand, are the most numerous, stable, and politically influential group at the institution. This energy in schools gives birth to the teacher leadership model, which is also a shared leadership model as an empowered learning community inside schools. Since the late 1990s, instructors have been asked to assume responsibility for improving teaching and learning by acting not just as teachers, but also as leaders (Kale & Ozdelen, 2014). Dehart, (2011) outlines teacher leadership as the capability of teachers to encourage and motivate their subordinates and colleagues in order to create a collegial norm and for them continues professional development that directly contributes to the improvement, development and effectiveness of their organization. Teacher leadership plays a vital role in improving teachers' morale and the quality by empowering them to work collaboratively with their colleagues.

Teachers are considered as the most important element of the education as they have a major influence on students' behavior, achievement and overall, their personality grooming. This effect can either be positive or negative and whether with integrity or not. Student's and teacher's relationship become important in successful attainment of educational outcomes and only the teachers can inspire their students to excel and become successful individual in all aspects of their lives. The society and parents also exemplify teacher's behavior as role model for their children (Angella & Dehart, 2011).

Educational institutions must make the best use of their available human and material resources in order to attain the desired organizational objectives. Educational leaders undoubtedly are the most responsible for ensuring that these resources are used effectively. It's a fact that school administrators can't and shouldn't be the only ones in charge in the classroom. Teachers, on the other hand, are the most numerous, stable, and politically influential group at the institution. This energy in schools gives birth to the teacher leadership model, which is also a shared leadership model as an empowered learning community inside schools. Since the late 1990s, instructors have been asked to assume responsibility for improving teaching and learning by acting not just as teachers, but also as leaders (Kale & Ozdelen, 2014).

Leadership is considered as an important aspect in every field of life. In educational context leadership makes an essential and key role in the attainment of predefined educational goals and objectives. In early studies the word educational leaders remained confined to the educational heads, principals and the higher authorities who have control over the overall educational process and only the heads and higher authorities were considered as leaders. The previous literatures have explored the leadership styles of educational heads and principal and inculcated its effects and relationship with teacher's job satisfaction, teachers' job performance, organizational commitment, teacher's professional development etc but with the passage of time the definition of leadership changed, and it has become a broader term. It is important to explore the leadership behavior of teachers who are also considered as the leaders. This study intended to explore the leadership behavior of teachers at higher educational level.

Literatures have numerous examples of teachers who inspire their student to excel in their lives. The teachers influence is not only at K12, but they also influence their students in post-secondary institutions as well. The role of teachers gets change according to level of students. In elementary and secondary education, the role of teachers is to teach idealism, basic values, norms, foundational social and technical knowledge. At post-secondary level teachers target is to enable the students to acquire practical, social and technical skills. In this regards it becomes necessary to examine the teachers' leadership behavior. The core objective of this study is therefore to examine teacher's leadership behavior at university level and to assess difference in the leadership behavior of teachers of different faculties at university level.

## **1.2. Rationale of the study**

It is indisputable that for every organization to flourish, leadership is required. Educational leadership, on the other hand, is often compartmentalized and restricted to the two types of hierarchical leadership present in schools: principals, superintendents, and those with a formal title. Administrators, politicians, and teachers alike often ignore the leadership capability and real impact of teachers, despite the fact that these roles are critical in the leadership structure of schools (Sonocki, 2013). Barth (2001) claimed that just as all students can learn, all instructors can lead, according to Dohlen and Karvonen (2018). Indeed, if schools are to become learning environments for all children, all instructors must take the lead. The absence of teacher leadership in the classroom is not only unproductive, but also impossible. With rising levels of accountability and expectations for student accomplishment in K-12 public schools, a more equitable allocation of leadership among all educators in our country is required. Scholars believe that dispersed leadership benefits all stakeholders in the school community since leadership duties are shared among all instructors (Leithwood & Mascall, 2008).

Both the policymakers and decision-makers are not able to understand and realize the breadth of problems and concerns that school leaders face in Pakistan, due to dearth of researchers and studies. Several public-sector education reforms have underlined the importance of school leadership in the improvement, management and development of organization. The Punjab Education Sector Reform Program (PESRP) recognized the importance of leadership in schools for training the teachers for future obligations and enhancing pupil results. Correspondingly, it is crucial that leaders in schools must have the competences and managing skills and practices required to get the greatest use of existing sources in order to renovate schools into successful schools (Sheikh & Zainab, 2006). Attention to the duties and problems of leaders in government sector schools should be the emphasis of study in order to implement an active and successful method for the professional growth of school leaders in Pakistan (Mansoor & Akhtar, 2015).

The previous studies have explored effect or relationship of the leadership styles of heads, principal and the other higher authorities of educational institution on teachers' job satisfaction, job performance, job commitment and professional development. The concept of teachers' leadership is a new emerging concept and considered as recent phenomenon in the field of education. As Koty, (2019) argues that the existing leadership is an embryonic concept but the concept of teachers' leadership yet to be universally realized. Researchers have studied about the beneficial effect of teachers' leadership but there is need to explore the nature of teachers' leadership. As the teachers are considered as the role model of students by the society, parents and students themselves. It is therefore significant to evaluate the nature of teacher leadership behavior that contributes to improvement and development of students and school in general. Therefore, the concept of teachers' leadership is needed to unfold in the context

of Pakistan (Sharrar & Nawab, 2020).

Leader and teachers' relationship and their behavior becomes important in the successful attainment of institutional and educational goals. In order to make the sustainable innovation possible at higher education level the involvement of teachers becomes a key factor. For the creation of new knowledge and solution to the problems team learning of teachers is very important. But unfortunately, at university level teachers do not share and discuss their ideas, practices, activities and knowledge with each other which tends to the neglect ion of innovation and revolution in their practices (Mieke, 2017).

In the present era the society expect significant roles and responsibilities from the teaches. In order to manage the educational activities in an effective way, to develop a positive aspect of school to attain the educational outcomes and objectives and to guide the society teacher leadership play a key role. In this sense it becomes important to evaluate the teachers believes about leadership behavior. As the researchers have conducted research on leadership but there is limited resources in literature regarding the believe and perception of teachers about their own leadership behavior (Gulbahar, 2017). Therefore, there is need of high quality studies regarding teacher leadership because it is still demanding (Schott, Roekel & Tummer, 2020). The foremost aim of present study is therefore to explore the behavior of teachers as leaders that has a direct impact on the overall outcomes of any education system.

### **1.3. Statement of the Problem**

Teacher leader is one who: lead within the classroom or outside of classroom, motivates the colleagues to improve the educational practices and striving for the achievement of common goal. The review of literatures has been revealed that although leadership has been an important topic and there is plenty of research studies on leadership but there is lack of

research on teacher leadership particularly.

Leadership has long been discussed all over the world and in Pakistan as well. But unfortunately, the concept of leadership usually remains restricted to the principal, head and administrator of educational institution. Teachers are also the educational leaders who has direct influence on the overall achievement of organization in term of students' improvement and the attainment of organizational objectives. The leadership behavior of teachers is needed to explore in order to evaluate what is going inside the institution. Most of the researchers have examined the leadership style of teachers and its impact on students' achievement and school improvement at school level. But the concept of teachers' leadership is needed to be explored at higher educational level in order to develop understanding about what it meant to be teacher leader. Thus, the study aimed to examine teachers' leadership behavior at university level.

#### **1.4. Research Objectives**

1. To examine the teachers' leadership behavior at higher education level
  - 1.1. To examine the teachers' leadership behavior with respect to Sharing Expertise at higher education level
  - 1.2. To examine the teachers' leadership behavior with respect to Sharing Leadership at higher education level
  - 1.3. To examine the teachers' leadership behavior with respect to Supra Practitioner at higher education level
  - 1.4. To examine the teachers' leadership behavior with respect Principal Selection to at higher education level
2. To determine teachers' leadership among different faculties at higher education level
  - 2.1. To determine teachers' leadership with respect to Sharing Expertise among different faculties at higher education level

2.2. To determine teachers' leadership Sharing Leadership among different faculties at higher education level

2.3. To determine teachers' leadership Supra Practitioners among different faculties at higher education level

2.4. To determine teachers' leadership Principal Selection among different faculties at higher education level

3. To explore the difference in teachers' leadership behavior based on demographic variables

3.1. To explore the difference in teachers' leadership behavior based on gender

3.2. To explore the difference in teachers' leadership behavior based on university

3.3. To explore the difference in teachers' leadership behavior on the basis of department

3.4 To explore the difference in teachers' leadership behavior on the basis of qualification

3.5. To explore the difference in teachers' leadership behavior based on work experience

3.6. To explore the difference in teachers' leadership behavior on the basis of age

## **1.5 Research Question**

1. What is the teachers' leadership behavior at higher education level?

## **1.6 Research Hypotheses**

### **1.6.1 Null Hypotheses Based on objective 2**

H<sub>0</sub>1. There is no significant difference in teachers, leadership among different faculties at higher education level.

H<sub>0</sub>1.1. There is no significant difference in teachers' leadership among different faculties with respect to Sharing Expertise at higher education level.

H<sub>0</sub>1.2. There is no significant difference in teachers' leadership among different faculties with respect to Sharing Leadership at higher education level.

H<sub>0</sub>1.3. There is no significant difference in teachers' leadership among different faculties

with respect to Supra Practitioners at higher education level.

H<sub>01.4</sub>. There is no significant difference in teachers' leadership among different faculties with respect to Principal Selection at higher education level.

### **1.5.2 Based on objective 3**

H<sub>02.1</sub>. There is no significant difference in teachers' leadership behavior based on gender.

H<sub>02.2</sub>. There is no significant difference in teachers' leadership behavior based on university.

H<sub>02.3</sub>. There is no significant difference in teachers' leadership behavior based on department.

H<sub>02.4</sub>. There is no significant difference in teachers' leadership behavior based on qualification.

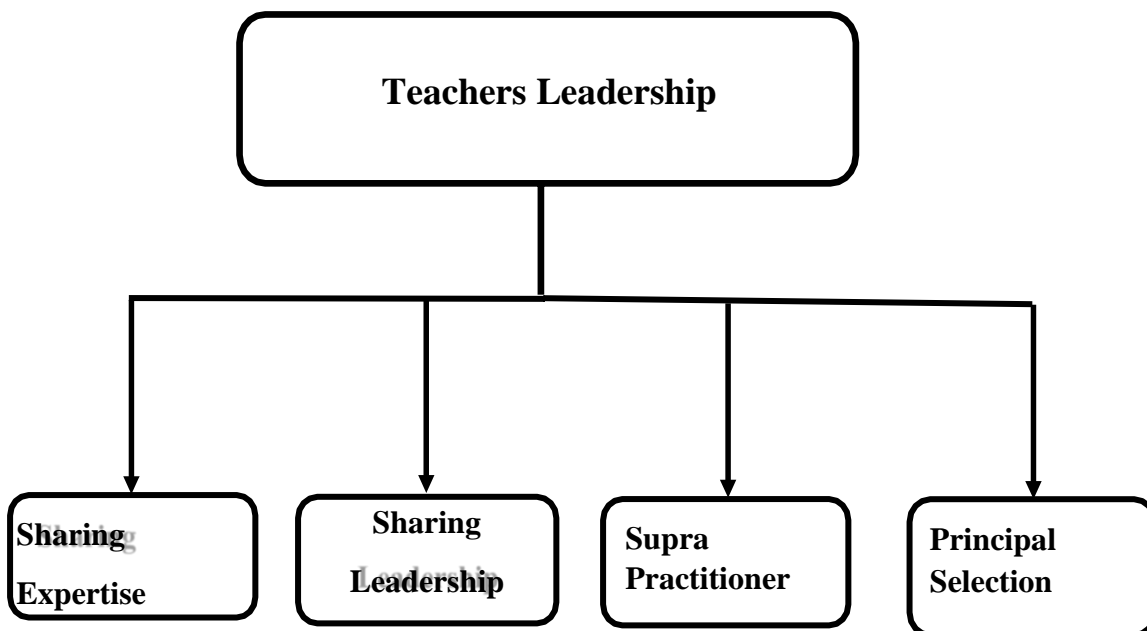
H<sub>02.5</sub>. There is no significant difference in teachers' leadership behavior based on experience.

H<sub>02.6</sub>. There is no significant difference in teachers' leadership behavior based on age.



## 1.7 Theoretical Framework

This study aimed to study the teachers' leadership therefore it is based on the "Four factor Model of Teachers' Leadership" proposed by Dehart and Angella in (2011) that is based upon the prior study of Angella and Beaumont (2006). The Four Factor Model of Teachers' Leadership is shown as under:



*Fig 1.* The Four Factor Model of Teacher Leadership: Angella & Dehart (2011).

The model shows four sub variables of teachers' leadership behavior following are the explanations of the sub variables:

**1.7.1 Teacher leadership:** It is the ability of teachers to work with each other in order to attain the institutional goals and objectives. Teachers' collective activities foster professional connections and interactions, which in turn impact their instructional methods and practices. This relationships and connection may take place both within and beyond the classroom.

**1.7.2 Sharing Expertise:** Teacher-leaders' capacity to communicate their educational,

professional and pedagogical knowledge with their colleagues through collaboration and shared practice is referred to as sharing expertise (SE).

**3 Sharing Leadership:** Sharing Leadership is the readiness of the teacher to accept and share leadership practices and accept the challenge to lead. It refers to the perception of teachers about accepting the new trends and changes in teaching and learning process.

**1.7.4 Supra Practitioner:** It refers to the ability and willingness of teachers to accept additional professional duties and responsibilities beyond their prescribed roles and responsibilities within and outside the classroom. This domain reflects either the teachers willing accept the extra roles and responsibilities beyond their prescribed role for the purpose organization's improvement.

**1.7.5 Principal Selection:** It refers to the teachers' perceptions of their heads and administration as teacher leaders, and how they create opportunities for them to participate in leadership. It also reflects the relationship among the teachers, head and administration whether they share or common vision or not, either teachers get involved in decision making processes or not.

#### **1.7.6 Justification for Use of Current Model**

The concept of leadership is not only restricted to the managerial position, this concept has now emerged as an evolving concept and teacher leadership is gaining much attention among the practitioners and educators but in Pakistan the concept of teacher leadership is still needed to unfold (Sharrar & Nawab, 2020). The researcher found different national and international studies related to teachers' leadership behavior using different model (given in literature review). Teacher leadership Inventory TLI of Dehart and Angella (2011) is a newer instrument as compared to other that have existed and studied in previous research. There were only few studies which used TLI as it is a new model. Teacher leadership inventory is a comprehensive model which measures

teachers' perspective of leadership in their institutions. This instrument is vital in this study due to gaining direct data about the perception of participants concerning teacher leadership behaviour.

Although TLI has been used by different researchers . However more studies are needed to conduct using TLI as it is the most comprehensive model that measures both the formal and informal leadership roles of teachers.

### **1.8 Significance of the study**

Due to numerous organizational and environmental changes the concept of leadership has been developed. Several studies have been carried out to examine how leadership influence the organizational variables such as culture, motivation, retention, satisfaction and effectiveness etc. This study is significant in order to evaluate the leadership behavior of teachers at university level. It helps the teacher leaders to develop an insight about their leadership behavior that they adopt in their professional settings. It also helps the evaluators to evaluate the leadership behavior of teachers of different faculties at higher education level. through teachers' perception.

Secondly, it is significant for the organizational administrators to conceptualize the teacher leadership. The finding of the present study may provide guideline for the administration to evaluate the teachers' behavior in the domain of leadership and to create a conducive organizational support for their professional development

It can also help the policy makers to design new policy according to the needs of organizational needs. As the study assess the teachers' perspective about their leadership behavior and this data might be to represent the teachers' opinions on the basis of which future initiatives and decision can be made for the further nourishment of teacher's' leadership behavior. The content of this study can help the readers to develop an understanding about the teachers' leadership behavior and the future researchers may get help to a develop conceptual framework for further studies.

## **1.9 Research Methodology**

The current study was based on quantitative approach. The study took a quantitative approach, relying on statistical analysis of the gathered data.

### **1.9.1 Research Approach**

The research basically involved quantitative approach by using Statistical Analysis of the collected data. The main purpose of selecting this, to explore the present situation or the problem through generating numerical data that can easily be converted into useable statistics. The main objectives of this research were to examine teachers' leadership behavior at higher education level, to determine teachers' leadership behavior among different faculties at higher education level and to explore differences in teachers' leadership behavior in the basis of demographic variables. Hence quantitative data and its interpretation is required in order to address the research objectives. This was the main reason of selecting the quantitative approach.

### **1.9.2 Research Design**

The research was descriptive research by method. There were two main objectives to assess teachers' leadership behavior at higher educational level and to examine the teachers' leadership behavior among different faculties at university level. Both the objectives intended to analyze the present situation. For this purpose, a descriptive research design can be helpful as it mainly discusses a phenomenon, problem or a situation on the basis of public opinion. Descriptive research design is also used to test hypotheses. In order to collect data survey was used as it is considered to be the most fundamental method for quantitative research studies that is quite inexpensive. It also enables the researcher to get larger data from a larger population in a very short period of time (Kumar, 2011).

### **1.9.3 Population**

Population of the study is comprised of a set of individuals that has one or more common and resembling individualities and characteristics, about which researcher is attracted to collect data and information. This study intended to examine teachers' leadership behavior at higher education level. So, the population of this study was all the university teachers of Gilgit Baltistan. There are only two universities in Gilgit Baltistan namely Karakoram International University and University of Baltistan. So, the researcher selected teachers from these two universities as the population of the study. The total population of the study was 170 university teachers from which 120 teachers were from Karakoram International University and 50 teachers were from University of Baltistan (Appendix J & K).

### **1.9.4 Sampling and Sampling technique**

The sample size of this was 118 teachers of two universities of Gilgit Baltistan.

From this sample 72 teachers were from KIU, and 46 teachers were from UOB. The respondents were selected through stratified random sampling technique. Researcher made only four strata because there were only four common faculties in both the universities. The sample was only consisting the teachers from the selected four strata i.e 27 teachers from the faculty of Natural Sciences, 20 from Social Sciences, 36 teachers from Humanities and Arts and 35 teachers from Life Sciences.

### 1.9.5 Instrument

The researcher used Teachers Leadership Inventory (TLI) of Angella and Dehart, 2011. It has 46 items and four sub variables. The below table shows the sub variables and no of items in each Variable.

Table 1.2

#### *Teachers Leadership Inventory (TLI)*

Variable	Sub Variables	No of Items
Teacher leadership Behavior	Sharing Expertise	12
	Sharing Leadership	12
	Supra Practitioner	12
	Principal Selection	10
<b>Total Items</b>		<b>46</b>

Table 1.2 shows that the instrument TLI has total 46 items and four sub variables namely (sharing expertise, sharing leadership, supra practitioners and principal selection). The first three sub variables have 12 items in each, and the last sub variable has 10 items.

### **1.9.6 Data Collection**

In this research study a structured and closed ended questionnaire was used for data collection. The researcher personally visited the universities and collected data from the targeted sample.

### **1.9.7 Validity and reliability**

The instrument was validated from 5 experts of the similar field. After receipt of instrument data was collected from 50 respondents for the purpose of pilot study. Final data was collected after assuring the reliability of tool.

### **1.9.8 Analysis of data**

For the analysis of collected data SPSS (21st) version. For the analysis of demographics histogram and pie charts were used. Cronbach's Alpha was used to check the reliability of tool. The objective 1 is assessed through research question and mean test was applied, null hypotheses have been formulated to assess objective 2 and objective 3. Independent sample t-test and AVOVA were used to check the difference in teachers' leadership behavior on the basis of demographic variables.

### **1.10 Delimitation**

1. The shortage of time and limited resources lead to the following delimitations:  
Only two universities of Gilgit Baltistan were included in the present study.
2. Faculty of (Natural sciences, social sciences, Humanities and arts, and Life sciences) were included only.
3. Only 7 department (Computer science, Mathematics, Business management, Education, English, Chemistry and Biology ) were included in the current study.
4. Closed ended questionnaire was used as data collection tool.

## **1.11 Operational definitions**

**1.11.1 Teacher leadership:** It is the ability of teachers to work together in order to attain the institutional goals and objectives. the collective actions of teachers' foster relationship among them and create professional communication and interactions, that in turn effects instructional practices. The associations and relations occur both within and beyond the classroom.

**1.11.2 Sharing Expertise:** the ability of teacher-leaders to share their professional practices, knowledge and pedagogical instruction with their colleagues through shared practice and collaboration.

**1.11.3 Sharing Leadership:** is the willingness of the teacher to accept and share leadership practices and accept the challenge to lead for organizational improvement.

**1.11.4 Supra Practitioner:** It refers to the ability and willingness of teachers to accept additional professional duties and responsibilities beyond their prescribed roles and responsibilities within and outside the classroom

**1.11.5 Principal Selection:** It refers to the teachers' perception as teacher leaders about their heads and administration they provide opportunities for the teachers to get involve in leadership activities.

**1.11.6 Different Faculties:** Four faculties are included in the current study are faculty of social sciences, natural sciences, humanities and arts and life sciences.

**1.11.7 Higher Education Level:** The current study is conducted on teachers at university level.



## **CHAPTER 2**

### **LITERATURE REVIEW**

It is obvious that organizations experience multiple disciplinary issues and problems. These issues become barriers in the attainment of educational goals and objectives. In this regard it becomes important to have members who are able to face the changes and overcome the organizational issues. The institutional heads, principals, administrators, teachers and other stakeholders need to develop relationship and collaboration with each other for the purpose of abolishing the problems. The schoolteachers, heads and the administrators need to excel their leadership qualities, skills, abilities, expertise and competence in order to lead the organization (Maslanka, 2004).

An appropriate working environment and understanding complex and multifaceted human factor has direct effect on the productivity and development of organization and better leadership is needed to create employee job satisfaction and employee productivity because these factors contribute to the effectiveness and success of organization. In order to understand these phenomena, the leadership theories may support to develop understanding with employees and to improve the leadership practices and other instructional activities (Atsebeha, 2016). A number of theories have been developed addressing the understanding of leadership. These theories are categorized into early leadership theories and contemporary theories. Theory of Great man, trait theory of leadership, behavioral theory and contingency theory are considered as the early theories of leadership. While charismatic, transformational, transactional

and servant leadership are considered as the contemporary theories of leadership (Dinibutun, 2020).

## **2.1 The Early Leadership Theories**

### **2.1.1 Great Man Theory:**

GMT was developed in the 1847 by a Scottish philosopher and historian the Thomas Carlyle. According to this theory everything that happened in the world and its history can only be explained by the stories and impacts of the great man and leader. This concern is highly significant and exceptional to individuals who have had a pivotal historic effect in their era. According to Thomas Carlyle “A leader is a person who is blessed with unique qualities and abilities that make them different from the ordinary people (Dinibutun, 2020).

This theory reveals that leadership is inherited and inborn quality that cannot be learn by practice or exercise. The word “Great Man” was used for the purpose that these are people who put something extraordinary and influence and motivate others through their unique abilities, qualities and skills. These special qualities make them leaders. Such characteristics pass from generation to generation because these are fixed in the family genes. Ghandi, Hitler, Abraham Lincoln and Alexander the Great are the examples of “Great men” who had divine qualities that helped them to acquire the position of leader in their society (Nawaz & Khan , 2016).

### **2.1.2 Leadership Trait Theory**

The Trait Theory of leadership is also given by Thomas Carlyle. He stated that the leaders possess some unique physical and personality trait that make them different and unique from the non- leaders. The traits are categorized into emergent traits and

effectiveness trait. The emergent traits include height, confidence, intelligence and attractiveness that are totally based on heredity. While the effectiveness traits include self-confidence, effectiveness and charisma that are dependent on the experiences. The concept whether the leadership is acquired or inborn was ignored by the trait theorists. Until 1950s trait theory as considered as a valid theory. But in 1948 Stogdill realized that a person who tends to be leader in one situation was not necessarily in other situation which cause the main decline of the trait theory and the new theories including behavioral and situational theories were emerged as new concepts of leadership (Nawaz & Khan, 2016).

Daft, (2018) stated that certain qualities and traits differentiate the characteristics of a leader and a non-leader. He further says the trait theory of leadership is based on great man theory, but it is different in its nature because the analysis of leaders is more systematic.

### **2.1.3 Behavioral Theory of Leadership**

This approach of leadership not only focuses on the personal traits and qualities of a person to become a leader rather its main emphasis was on the actual behavior of a leader that makes them different from the other people. In this era leadership was therefore defined as the “subset of human behavior” that means the effective role behavior contributes to leadership. This concept not only focused on the behavior of a leader, but it also analyzed the poor and effective leadership behavior that contribute to influence others (Khan & Nawaz, (2016).

As the earlier theories i.e. The Great Man and Trait Theory claimed that leadership is an inborn ability, it cannot be learned. But Behavior Theory explained that leadership qualities and capabilities are not the innate abilities of a person rather they

can be learned through experiences. It means that the researchers started to measure the effectiveness of leadership theories then they came up with the new idea and the earlier theories began to lose the support (Atsebeha, 2016). Behavioral study is a social science that can be used to study the behavior of leaders in a particular situation at a particular time. It reveals that the leaders need to be sensitive to the need and situation of organization. The leader must have flexible nature and he or she must choose a certain leadership behavior for achieving the vision and objectives of organization (Atsebeha, 2016).

#### **2.1.4 Contingency Theories**

During the 1960s the theorists and the researchers felt that different leadership behavior is needed in different situation. This is a practical approach that claims that a leader must adopt a behavior that fit within the situation in a specific time. There are two main types of contingency theory including: Fielder's Contingency Theory and Path-Goal Theory of Leadership (Dinibutun, 2020).

#### **2.1.5 Contingency Theory**

This theory was postulated by Fred Fielder in 1967. This theory has categorized the leadership into two styles namely the task and relationship oriented leadership style.

**Task Oriented Leadership:** The major aim this theory is to ensure that subordinates accomplish the task at a high level, so the job gets done. They afford clear instructions and guideline and sets task morals.

**Relationship Oriented Leadership:** The main concern of relationship oriented leaders is towards enhancing positive relationship with their colleagues and organizational members and to be adored by them (Faisal, 2011).

### **2.1.6 Path-Goal Theory of Leadership**

The ability of leading, influencing, guiding and motivating the subordinates towards a predefined goal or objective is referred as leadership. In this competitive era leaders must possess all those abilities and skills that are important in order to motivate the subordinates and to satisfy their job needs and preferences (Alazani, Alharthy, & Rasli, 2013). Path- Goal Theory is one of the leadership theories that was developed by House and Mitchell in 1974 and later revised by House in 1996. Path goal theory is defined as, the “path” of individual i.e., his “behavior and action” has direct impact on the outcomes that is the “goal” of any organization. This theory stated that the behavior of leader is contingent to their subordinates’ satisfaction, performance, commitment, and motivation. House claims that the efforts of leaders lead to their better job performance and job satisfaction which leads to reward, and appreciation and the appreciation directly has influence on the motivation level (Cote, 2017).

Path-Goal Theory suggests that leadership behavior of leaders get change from situation to situation, and these are important for the successful attainment of organizational outcomes. That means there are two main variables of this theory including leadership behavior and the organizational outcomes. The leadership behavior is categorized into four categories including supportive, participative, achievement-oriented and directive leadership behavior. While employee satisfaction and performance are marked as the outcomes of organization (Dinibutun, 2020). Following are the four leadership behavior suggested by House:

**Supportive leadership:** A supportive leader always has an approachable and friendly relationship with subordinates, works for the welfare and benefit of the subordinates, colleagues and treats every member equally.

**Directive Leadership:** A person having directive leadership behavior always sets performance standards, timelines, expectations and instruction for the effective and efficient achievement of organizational goals.

**Participative Leadership:** Participative leaders always seek for the suggestions, opinion and ideas of subordinates in order to take a decision.

**Achievement-Oriented Leadership:** In order to cope with the difficult situation and for the efficient and effective achievement of organizational outcomes the leaders always set task, expectations and high standards for the subordinates. These four types of leadership behavior directly influence the performance and satisfaction level of teachers (Atsebeha, 2016).

## **2.2 The Contemporary Theories of Leadership**

Bass, (1990) stated that, due to globalization it becomes a challenge for the organizations and companies to lead and compete with the competitors. This competition demanded diverse characteristics, abilities, qualities and skills from active leaders. To meet this need around in 1980s the contemporary leadership theories emerged as a new and comprehensive concept. Charismatic, transactional, transformational and servant leadership are the contemporary leadership theories (Richard, 2006).

### **2.2.1 Charismatic Leadership**

The attribution of leadership theory is further extended towards behavior dimension and lead to the evolution of Charismatic Leadership theory. Research on Charismatic leadership theory highlighted that the leaders possess some distinct behavior and qualities that distinguish them from the non-charismatic leaders in their practical lives. This theory suggested that the leaders have charismatic qualities and

heroic abilities that make them leaders (Richard, 2006). If we additionally extend the attribution theory towards behavior dimension of attribution theory, there comes charismatic leadership theory.

Different researchers have identified different personal attributes and characteristics of the charismatic leaders. House included high confidence, supremacy and strong persuasion in beliefs. While Bennis stated four features of charismatic leaders: they always have a clear mission and vision, share that vision with the subordinates, establish uniformity and reflect on their own strength and take advantage from them. The most current and inclusive research accomplished by Conger (1988) suggest that charismatic leaders have an ideal goal that they want to achieve and strong personal obligation to that goal, are professed as unusual, are self-assured and self-confident, are perceived as negotiators of fundamental change rather than managers of the present position (Faisal, 2011).

### **2.2.2 Transactional Leadership**

The major concern of this type of leadership is to maintain the status quo and to manage the daily processes of organization in order to achieve the organizational objectives. In order to maintain control, transactional leader uses power, policy, bureaucracy, and authority. This leadership style is infrequently referred to as authoritative. Work standards, assignment and task oriented goals are major considers of transactional leadership. Transactional leadership believes in reward and punishment system in order to improve their subordinates' performance. The employees are well aware of what is expected to be done and what they will receive on the accomplishment of task (Dinibutun, 2020).

### **2.2.3 Transformational Leadership**

This theory was formulated by Burns in 1978. It is an extension of transactional leadership. It goes beyond interactions and arrangements. Transformational leadership comprises of four I's that give a brief explanation of its concept. These are idealized impact, inspirational motivation, intellectual inspirations, and individualized attention. By an idealized impact, a leader develops admiration, belief and trust in subordinates for diverse ways in which individuals accomplish a given task. Inspirational motivation is very significant in order to cope with the changes and challenges that come the way of attainment of aims and objectives. Motivation exhibited by leaders encounter supporters and plays dominant role of leader in creating a vision. Leaders that show intellectual encouragement inspire inventiveness in subordinates; old norms, values, traditions, and principles are throw down the gauntlet. In order to develop high level potentials and to enhance the achievement and growth of subordinates an individualized attention is needed from the leader to the followers (Faial, 2011).

Leadership has been studied extensively over the years. Most of the theories and studies have described leadership as a process or position. While some have taken leadership as a trait, quality or skills of a leader to lead an entire organization for the attainment of its objectives (Maslanka, 2004).

### **2.3 Teacher Leadership**

In the age of heightened accountability in education, school systems have made a concerted effort to improve teacher professionally and to develop the competencies of new teachers in order to retain and sustenance them. A great emphasis have been made by the schools on teachers leadership in order to assist the new and struggling teachers. In order to achieve a greater standard, it is important to develop a link between



formal teachers and the new teachers. The contribution of trust in the interaction among new teachers and their teacher leaders was examined in a study. The purpose of this research was to see how the level of trust effects the new teachers' impressions of their senior teachers as leaders. The researcher obtained and evaluated data from survey, that aimed to measure teachers' leadership skills at school level (Katzenmeyer & Katzenmeyer), as well as semi structured interviews and focus groups with eight novice teachers in two schools, using a qualitative case study approach. The researcher discovered which qualities new teachers valued most in their teacher leaders, as well as how the presence or lack of trust influenced judgments. The results of the study back up the idea that trust influences the connections new teachers have with their teacher leaders, as well as the assistance teachers seek from their colleagues as leaders and the value of leadership positions in new teacher growth. The scholar starts to create a conceptual model that emphasizes the essence to enhance how leadership programs affect teacher professional development of the fresh teachers in their organization (Davignon, 2016).

Education, like every other profession, requires leaders. Experienced school managers with the capabilities and skills needed to tackle serious problems and improve student performance have become a critical component of the paradigm shift. In the last ten years, school leadership has changed dramatically. Whereas it used to be sufficient for a principle or the heads to merely be a manager or administrative office but now the things have changed, and the jobs have become more challenging and difficult . Although a schoolteacher is clearly one of the most visible members of the school community, it is eventually the head / principal's obligation to provide such a climate which promotes the highest academic accomplishment is possible (Leithwood & Jantzi, 2006). As a leader, mentor, and educator, the principal acts as a link amongst the

schools and the family. This is crucial for both children's development and institutional success. Although the specific responsibilities of principals vary depending on the school level they supervise, there are a number of factors that are similar in bringing about the essential changes and improvements in public schools. Because of changes in educational methodologies and tactics, we now hold them more accountable than ever for improving and enhancing an atmosphere favorable to individual student learning and growth (Iqbal, 2005).

Although educator training is now mandatory at the start of their careers, heads and administrators are less likely to obtain any training for their management jobs. When principals start working, they usually don't have any professional help (Williams & Cummings, 2005). In Pakistan Governance and administration at the school level have gotten little consideration until recently. In the past, the succeeding policies were not able to make any major improvement in the quality of education at school and college level. According to UNESCO (2006) research, in public sector educational organizations the main causes of poor quality and low standard education “weak authority and management” were the key causes for the low quality of education in the public sector. As we struggle to make progress in our transformation efforts, the need for strong educational mentors becomes even more important. Both the policymakers and decision-makers are not able to understand and realize the breadth of problems and concerns that school leaders face in Pakistan, due to dearth of researchers and studies. Several public-sector education reforms have underlined the importance of school leadership in the improvement, management and development of organization.

The Punjab Education Sector Reform Program (PESRP) recognized the importance of leadership in schools for training the teachers for future obligations and enhancing pupil results. Correspondingly, it is crucial that leaders in schools must have

the competences and managing skills and practices required to get the greatest use of existing sources in order to renovate schools into successful schools (Sheikh & Zainab, 2006). Attention to the duties and problems of leaders in government sector schools should be the emphasis of study in order to implement an active and successful method for the professional growth of school leaders in Pakistan (Mansoor & Akhtar, 2015).

#### **2.4 Defining Teacher Leadership**

It is indisputable that for every organization to flourish, leadership is required. Educational leadership, on the other hand, is often compartmentalized and restricted to the two types of hierarchical leadership present in schools: principals, superintendents, and those with a formal title. Administrators, politicians, and teachers alike often ignore the leadership capability and real impact of teachers, despite the fact that these roles are critical in the leadership structure of schools (Sonocki, 2013).

According to studies, school administrators must empower teachers and foster a collaborative culture in order to satisfy the needs of children and enhance classroom procedures (Waldron & McLeskey, 2010). Giving instructors greater authority and opportunities to take on leadership positions improved their self-esteem and improved their classroom practices (Taylor, Yates, Meyer & Kinsella, 2011). Teachers display self-efficacy when the school principal shares leadership with them. This has a good influence on student success (Mahmoe & Pirkamali, 2013). School growth and a healthier school atmosphere are aided by shared or dispersed leadership among the administrator, teachers, and students (Fairman & Mackenzie, 2015).

Distributed leadership helps schools better handle the substantial obstacles of change by maximizing the value from teachers' strengths, encouraging

interconnectivity among colleagues, and increasing dedication to the school (MacBeath, 2009).

Teacher leadership, as one component of dispersed leadership, does not emerge from nowhere; it develops through time as a result of professional experience and self-efficacy (Hunzicker, 2012). Teachers who lead are those who collaborate and learn from others, establish agreement in decision-making, serve as role models, improve teaching abilities, concentrate on classroom and curriculum development, and successfully manage time (Stephenson, 2011).

Teachers who take up leadership responsibilities are curious, committed to their students' learning, and have a good attitude toward their own and others' professional growth (Taylor, Yates, Meyer & Kinsella, 2011). They are intrinsically motivated to enhance teaching, learning, and evaluation (Stephenson, Dada, & Harold 2012), and they are not reluctant to take ownership of their work. They are modest, seek for opportunities to learn from others, and learn from their errors (Collinson, 2012). Teachers that are leaders have excellent interpersonal communication skills, challenge established procedures, and work to resolve any conflicts that arise (Fairman & Mackenzie, 2015).

(York-Barr & Duke, 2004) claimed that the notion of teacher leadership is not always defined by an official pyramid or job description, and it shows teacher agency through fostering connections, diminishing the barriers and boundaries , and assembling resources throughout the organization to enhance students' educational knowledges and results. However, we are aware that principals have historically been seen as the school's leader.

Teacher leaders are "teachers who continue teaching obligations while simultaneously taking on the responsibility leadership beyond the teaching space" (Wenner and Campbell, 2016). These instructors informally walk ahead, model the creativity and learning in order to expand their learning and their impact on other these teachers establish ties and network with the people and colleagues in their surroundings Collinson (2012). Teacher leadership, according to Angelle and DeHart (2011), includes sharing pedagogic knowledge and information regarding classroom management with collaborators, being ready to take leadership roles when requested, and frequently going above and beyond necessary teaching tasks to assist students and the school.

Barth (2001) claimed that just as all students can learn, all instructors can lead, according to Dohlen and Karvonen (2018). Indeed, if schools are to become learning environments for all children, all instructors must take the lead. The absence of teacher leadership in the classroom is not only unproductive, but also impossible. With rising levels of accountability and expectations for student accomplishment in K-12 public schools, a more equitable allocation of leadership among all educators in our country is required. Scholars believe that dispersed leadership benefits all stakeholders in the school community since leadership duties are shared among all instructors (Leithwood & Mascall, 2008). "In effect, leadership has changed from a personal attribute to an organizational one, from an individual role to a collective one," wrote Maxfield, Wells, Keane, and Klocko (2008). Leadership and learning are mutually beneficial and vital (Clarke, 2016), and when teachers grow as leaders, their new knowledge flows over into the classroom, positively impacting teaching and learning throughout the school (Hallinger & Heck, 2010). The word "teacher leader" may be defined in a variety of ways based on a mix of characteristics and behaviors. Teacher leaders have qualities

such as being seen as good instructors and being respected by their colleagues. Successful teacher leaders have shown knowledge of great teaching techniques, a grasp of the school culture, and the ability to lead colleagues. “Teacher leaders summon people to action with the goal of enhancing teaching and learning,” (Danielson, 2007).

Leadership ought to be fundamental in teachers’ professional dictionary. It is not observed and understood by the teachers themselves, administrators, parents and the board of examination, which creates obstacles in the ways of teacher leadership. We are still far away from the understanding of teacher leadership that creates confusion in the definition and expectation of teacher leadership (Wenner & Campbell, 2016). To seek the confusion concerning what teacher is many scholars have proposed their definitions. Teachers who serve in the professional learning societies in order to effect students’ understanding, work in order to improve their school, encourage excellence in skills and inspire their colleagues, students and the other stakeholders in educational professional (Carpenter & Sherretz, 2012).

Teacher leadership is the key component for the professionalization of teachers and school improvement. The term leadership is defined differently by different teachers. Some teachers observe it simply as a formal administrative role and some perceive it as the opportunity to contribute to the organization’s decision-making process (Cosenza, 2015). Leadership enables the teachers to lead within and outside of classroom, to become a lifelong learner, contribute for the community by keeping a relationship with parents and society. Effective leaders have the ability to look beyond the daily activities/happening and to visualize a bright future. The teacher as a leader does not work alone rather, s/he works collaboratively with the entire group under his/her leadership. This collaboration helps them to develop a trustworthy relationship with

the colleagues and subordinates in returns it helps in the fulfillment of shared mission and vision (Hickman, 2017). With the passage of time the nature and concept of teacher leadership is changing. Some of the researchers have restricted the leadership only to managerial position and some have expanded it to empowering teachers to participate in decision making process.

Duke (2004) claimed that a teacher leader always works for the progress of teaching and learning processes with colleagues. The overall reforms, success and progress of any institution is in the hand of teachers therefore, teachers need leadership opportunities in order to lead their colleagues towards the accomplishment of the predefined goals and objectives of organization (Slabbert, 2013).

However, the term “leadership” is widely varied. It is an umbrella term that contain numerous works. Teacher leader is not only associated with the word “teachers” in every school rather teachers have been given with the different titles such as mentor, coordinator, educators, coach, specialist and departmental chairs etc. (Wenner, 2017).

## **2.5 The Evolution of Teacher Leadership**

This term has undergone a process of evolution over the past 30 years. This evolution has been explained in different waves. In the early 1980s the earliest and first wave of teacher leadership was introduced. In this period the formal role of leadership including head teachers, master teacher, departmental heads were created. The teacher leadership in this era only focused on the administrative and managerial position and role instead of providing instructional leadership practices. The role as leadership does not allow the teachers to make significant changes to the effective instructional improvement of the school (Dehart, 2011).

Angella (2016) and Dehart (2011) cites Silva (2000) that the teachers' leadership's second wave began in the mid-1980s. In this era the concept of teacher leadership focused on the instructional and pedagogical expertise of teachers rather than only focusing on the managerial position. The position of teachers as team leaders, curriculum developer and teacher mentor were introduced in this era. Teacher leadership was considered as integral element of educational system and the performance-based compensation was and merit pay system created in this era. The role of teacher broadens in the early 1990s and late 1980s and that leads to the 3rd wave of teacher leadership. Teachers are now supposed to share their leadership practices and experiences with their colleagues by emphasizing on collaboration, collegiality and continuous learning. Teachers in this era are empowered with the opportunity to share their practices with colleagues beside with the principal, take part in overall process of decision making of organization and strive to expand knowledge with the help of research and cooperative activities within or outside of the classroom. The new form of teacher leadership made the teachers accountable for school reforms by engaging themselves in formal leadership role, creating a positive relationship with the colleagues and working together (Dehart, 2011).

It is concluded from the three waves that is studied by the previous researchers that the leadership of teachers have been transforming and the role of teachers is expanding with the passage of time. Now today's teachers not only perform their role in their classroom but with the organization, colleagues, parents and community as well. Teachers are now employed with the power to make decision even without having any official leadership position. This leadership helps teachers to become better teachers and to increase their performance which in turn provides benefits for the organization and community (Noor & Yusof, 2016).



It is noticed that the concept of leadership is associated with certain people who have certain managerial or administrative position in any organization. The school leadership is especially limited to the principals and heads and the teachers are not considered as leaders. Because leadership is taken as a position instead of taking it as a trait, ability or skill of a person. Leadership is the ability of a person who takes initiatives in different situations. In this regard the concept of leadership is much entrenched with teachers who possess skills and abilities to lead a whole towards groups certain goals and objectives (Rizvi & Elliot, 2006).

## **2.6 Reaches Related to Teachers Leadership**

The concept of leadership is not only restricted to the managerial position, this concept has now emerged as an evolving concept and teacher leadership is gaining much attention among the practitioners and educators but in Pakistan the concept of teacher leadership is still needed to unfold (Sharrar & Nawab, 2020). The schools in Pakistan rely on the discrimination of specific positions and roles that are the major fences in the path of teacher leadership concept. It is important to involve teachers in school improvement planning and development programs. By involving teachers in planning programs lead teachers to take initiative for changes and develop their confidence, motivation and commitment. In Pakistan, some private schools have started to involve teachers in leadership role such as decision making processes about school curriculum, but the outcomes of these initiatives are not studied yet (Shabaan & Qureshi, 2006).

Leadership is traditionally referred to certain position of authority. The educational leadership has a hierarchical order which starts from the administrative role and flows downward towards the teacher position. In the earlier concept the leadership

of teacher remained confined to their role and responsibilities inside the classroom. However, the concept of teacher leadership beyond their classroom role and responsibilities is totally an emerging and new concept. Teacher leaders now participate in various activities of school, and they are becoming part of social world. It becomes essential to involve teachers in leadership activity. When the teachers are provided with the opportunity to collaborate with their colleagues having diverse abilities, it helps them to develop their motivation level, professional aptitude, ownership, membership and professional autonomy. These factors have a direct influence on students' achievement and teachers' intrinsic motivation (Medina, 2014)

Kerfoot (2003) stated that a leader is a person who has the power to motivate the followers by his actions, characters and beliefs. A leader can be distinguished from other by his ability of working in group and motivating the whole group to learn and move forward. It does not matter whether the teachers are aware of their leadership roles or not because their leadership is demonstrated by their success. Leadership is also the ability of a person to bring changes. As learning is considered as change in behavior. Teachers bring changes both in their practices, skills, attitude, actions and perception as well as in the behavior of their students. Hence the teachers are considered as the agents of change that is a distinct quality of leader (Rizvi, 2006).

In order to deal with the disruptive behavior of students' teachers need proper classroom management techniques and skills. The abilities and competence of teacher are being questioned if s/he is not able to cope with these circumstances (Burket, 2011). In Pakistan teacher use those strategies in which they were being taught. The role of teacher is only restricted to the process of teaching and learning that is needed to change. The role of teachers is beyond the teaching and learning processes. They must

be involved in the school's activities, decision processes and improvement plans because it helps the teachers to develop personal and interpersonal skills and attitudes that in turn result in the successful achievement of organizational objectives (Burket, 2011).

Teacher leadership has a positive influence on teacher efficacy. When the teachers are empowered with the role of leadership, they execute different activities, implement new teaching and learning strategies and develop learning values and standards that result into school improvement and most importantly it helps the teachers to develop a conducive and friendly relationship with their colleagues, stakeholders and students. Although some of the schools have started to involve the teachers in leadership role but they are only empowered with the lowest level of decision making by the middle level managers (Shabaan & Qureshi, 2006).

Medina (2014) in her research study teachers' perception about teacher leadership, claims that during the twenty years of teaching experience I realized that the decisions are made by the higher authorities and the teachers are only supposed to implement them in their classroom. The voice of teachers in decision making processes are no being given importance and not heard as they are not involved in decision-making processes. The teachers are needed to involve in the leadership role for the school improvement. Teacher leadership is particularly about facilitating the teachers to take initiative and bring changes in their teaching and learning processes, strive for their professional development and transforming the educational bureaucracy. This leads the teachers to build a relationship between themselves and their students which is the key important element for the success of organization (Medina, 2014).

In this competitive era the process of teaching and learning has become more complex than ever before. Now the educational leaders including admirations, principals, heads and teachers are under pressure to develop 21st century skills among the students in order to make them able to compete with the challenges of the modern society. In 2014 a survey was conducted by National Survey for Education Statics. It was founded that 16% of teachers from public sectors were leaving their school and moving towards a new position. When the teachers' turnover was examined by their own perception, the teacher revealed that they get more opportunities to learn from the colleagues. Autonomy, decision making power, recognition and personal accomplishment are higher in the current position as compared to the departed position.

The finding thus reveals that the major reason of teachers' turnover is lack of leadership opportunities. The administration and the policy makers in this regard need to work for changing the traditional concept of leadership. The teachers must be provided with the certain level of autonomy, support, appreciation and facilitation because these are the key factors that contribute to develop teacher self-efficacy and motivation and it also become essential to reduce the rate of teachers turnover (Godlesky, 2018).

A research study about perception of teachers about teacher leadership in North Carolina founded that teacher leadership include all the formal and informal roles and responsibilities of teachers, the personal characteristic and abilities of teachers that help in the attainment of predefined educational goals. Teacher leadership can be examined by 3 factors including teamwork, widespread leadership and guiding leadership at organizational level. Teachers believe about factor one that leadership is not about having any managerial or administrative position. Rather it is the ability of teacher to foster collaborative and teamwork with colleagues. To be a teacher leader is about

having opportunities: to contribute to decision making process, to celebrate the achievements and successes and to have a conducive learning environment for the teaching and learning process. For factor two teachers revealed that leadership is not about having relationship with the student inside the classroom only. It is widespread that is shared leadership where teachers have opportunity to share their practices, ideas and activities within as well as the outside of classroom. Leadership is the ability of teacher to improve the status quo and bring reforms in the existing situations. The third factor that is guiding leadership is the relationship of teachers with the outside world context. Teacher leadership is about having the ability to build a relationship with all the stakeholder with the support of principal and colleagues (Kenjarski, 2015).

It is important to develop teacher leadership among the student teachers. The prospective teachers are the agents of change therefore there is need of professional development planning for them. The very first and important aspect is to make the student-teachers aware of the mission and vision of nation and the organization in which they are serving in or going to work. Different sessions, seminars and workshops help the scholar teachers to develop their self-esteem, confidence level, communicational skills, cognitive and non-cognitive abilities, problem solving skills and self- efficacy that in turn help in the productivity of their workforces. This type of support helps the future teachers to develop leadership abilities in order to work within or outside of classroom (Sawalhi & Chaaban, 2019).

The perception of Pakistani students was examined regarding the transformational teaching in English classroom. It was founded that the transformational teaching was connected with effective teaching. For English language class a teacher as, transformational leader needs to foster three types of leadership behavior including intellectual stimulation, professional charisma and individualized

consideration in order to ensure effective teaching. Teacher as transformational leader needs to stimulate the thinking of students by providing them more challenging situation and task. When they do so the follower get motivated to solve the problem by themselves collaboratively. Secondly a transformational leader posse certain characteristic. He / she has the certain charisma: to gain trust of subordinates, create optimism among the follower and inspire and motivate them to attain a shared and common vision. Individualized consideration is also an important and influencing behavior of transformational leaders. A leader considers the needs of every individual within the group and play the role of a mentor and coach by providing constructive feedback. This behavior of teacher leader enables the subordinates to develop their confidence to communicate clearly with the leader (Tahir, 2018).

A positive effect of teacher leadership on teachers' instructional activities and knowledge was found in a research study. It can both the formal and informal. The formal teacher-leadership is the leadership that exist inside the classroom. They can play the role of coach, mentor, facilitator and motivator for their students in the attainment of educational outcomes. In contrast informal leadership is defined as the ability and willingness of teacher to work collaboratively with the subordinates, support the follower and share their expertise with colleagues in the attainment of organizational goals. Both the roles of teachers help in improving the teacher instructional practices and knowledge. As when they work collaboratively then they come up with different ideas to solve a problem or to deal with a situation. Working in teams foster deeper expertise and knowledge. Teacher acts as a role model by sharing expertise and knowledge that becomes influential in improving the instructional practices (Topolinski, 2014).

The leadership of teacher in distance learning also becomes an important concept. The finding of a study teacher as leader in distance education in USA revealed the online instructors become facilitator and enable the learner to achieve the goals by clearing their path which result in students' learning goals achievement and their personal goal achievement. The online teachers do not remained leaders only within the classroom rather they participate in the traditional face to face teaching methodology by adopting different flexible teaching methodologies with the aim to fulfill the needs of diverse students (Dewan & Dewan, 2010).

Newcomb (2014) performed a study to elaborate the impact of teachers' leadership behavior on student progress. The study's key findings disclosed that there is a correlation between higher leadership perceptions and greater student learning. The findings recommended that teacher leadership may perhaps have a greater relationship with increasing student success than principal leadership.

The findings of research contributed drastically to the growing amount of empirical evidence on the links between educator leadership, school leadership, and learner accomplishment. This study focused on teachers' perspectives of their own leadership roles as well as the leadership of their administration, and it made a direct correlation between teacher and school leadership perceptions and student accomplishment. The findings suggest that teachers' leadership skills should be distributed. Unfortunately, because of the constraints in measuring the TELL Kentucky Survey items and leadership categories, the findings provide little clear insight into which leadership practices should be dispersed and how they should be divided among different staff responsibilities. More qualitative study and case studies on the eccentricities of leadership among teachers and principals would be beneficial (Newcomb, 2014).

Firmina, (2015) investigated the effects of leadership and management on student academic attainment. The outcomes of this study demonstrated that a society's well-being is largely determined by the quality and direction of its educational system. According to the conclusions of this study, it is the school administration's responsibility to develop a participatory decision-making system in order to encourage high student performance. Furthermore, the data show that instructors and students do not collaborate as stakeholders. This is due to management's failure to arrange effective cooperation among them, resulting in the school's failure to meet its objectives. It has been established that school administration does not allow all stakeholders (students, faculty, and the general public) to contribute actively to the process decision about the school's success. It suggests that management does not consult with teachers, students, or the community on academic achievement. Students are not, in this case, become authors of their academic fate by participating in the decision-making process. As a result of these conditions, education will not assist learners in orienting themselves toward constructive intellectual change, hence containing socio-economic issues. Furthermore, the government's inability to update the pedagogy system so that it predicts favorable outcomes in the school system would obstruct progress in meeting social issues. Students, instructors, and the society at large will profit from effective education management thanks to the system, which is based on a revamped pedagogical framework (Firmina, 2015).

### **2.6.1 Research related to Teacher Leadership Inventory (TLI) and the variables of existing study**

Teacher leadership Model of Dehart and Angella (2011) was used as the theoretical framework of the study. The model suggested four dimensions of teacher leadership including sharing expertise, sharing leadership, supra practitioners and principal



selection. The selected model used in the existing study has been used by many other researchers in their research studies:

Sawalhi and Chaaban (2021) used Teacher Leadership Model in their study in Qatar. The findings of their study revealed that the experienced and mentor teachers tends to have better sense of leadership as compared to the student teachers. On the basis of gender, it was found that male teachers scored higher on teachers leadership as compared to female teachers.

Suggus (2021) also adopt TLI in his study and the findings showed that teachers from both the school agreed with the construct as they agreed to share leadership roles and responsibilities, they share professional knowledge with each , they take extra responsivities beyond their prescribed role for improvement of organization, but the teachers felt that the principal consult the same group for input.

Jusinki (2021) stated that teachers who act as knowledge brokers play a key role in transferring and translating knowledge from those who have it to those who need it. Through interviews, the author examined the unique attributes of these knowledge broker teachers, as well as the way they built and shared knowledge. Findings indicated that knowledge broker teachers used various personas and employed specific brokering processes to build and share knowledge successfully. Identifying and supporting knowledge broker teachers can create an informal pathway to support teachers' professional development in the local school context.

Knowledge-sharing is a valuable learning activity among teachers that leads to individual and collective professional development and contributes to students' learning outcomes and school effectiveness. However, teachers are generally weak at knowledge-sharing and are often professionally isolated from colleagues. Regardless

of the general and context-specific reasons for this weakness, researchers believe that principals' knowledge-sharing leadership (KSL) can influence teachers' knowledge-sharing behaviors (KSB). Nevertheless, little is known about how it can exert its impact. In addition, given the precedence of teachers' beliefs and intentions over their behaviors, the mechanism of this impact has not yet been investigated based on this sequence (Zianabadi, 2021).

A Pakistani research study investigated the sharing expertise attitude of university teachers and the findings of the study revealed that faculty members were familiar with the importance of knowledge and information-sharing and were also interested in sharing their knowledge and expertise with others. The results showed that organizational factors (trust, reward system and organizational culture) played a vital role in enhancing the knowledge-sharing attitude of faculty members. The impact of these factors on knowledge-sharing attitude was significant (Soroya et al.s, 2020).

Educational management and leadership entails carrying the responsibility for the proper functioning of a system in an educational institution in which others participate. Carrying a responsibility of this kind is a state of mind and does not necessitate actions, though it typically and frequently does. In contrast, educational leadership is the act of influencing others in educational settings to achieve goals and necessitates actions of some kind. When those carrying a delegated responsibility act in relation to that responsibility, they influence and are therefore leading. Although educational leadership is ideally undertaken responsibly, in practice it does not necessarily entail carrying the responsibility for the functioning of the educational system in which the influence is exercised. Through our analysis, the notion of responsibility, which is underplayed in considerations of organizing in educational institutions, comes to the fore. Educational responsibility is an important notion, and it should play a more

prominent role in analyses of organizing in educational institutions (Cannolly et al, 2019).

A study was conducted in Pakistan which aimed to advance the theoretical perspective of complexity leadership paradigm to introduce shared leadership style as a precursor of taking charge behavior in public sector higher educational institutions (HEIs) of Pakistan. The result indicates that shared leadership is a suitable style for governing the public sector HEIs and it fosters taking charge behavior in teaching faculty. Additionally, shared leadership creates climates that support initiatives and are psychologically safe that set stage for taking charge behaviors in teaching faculty of public sector HEIs of Pakistan (Bilal et al., 2019).

The contribution of leadership is seen in the development of teachers' morale. The morale of teachers directly get influence by of teacher's status, relationship with principal, colleagues and students, organizational facilities and incentives and community constraints. Successful leaders are able to lead their subordinates towards a goal. They foster collaboration and teamwork and build trustworthy relationship with the stakeholder. When teacher is given opportunity to contribute to school improvement plans and decision making, they feel themselves as a respectable member of organization. it develops sense of ownership and teachers become more confident about their ideas, skills and abilities. Additionally, the professional development trainings and programs help in polishing the skills and practices of teachers and teachers become competent enough to deal with the situations in a less stressed and more productive ways which leads to the high morale and confidence (Hickman, 2017).

In the earlier concept the leadership of teacher remained confined to their role and responsibilities inside the classroom. However, the concept of teacher leadership

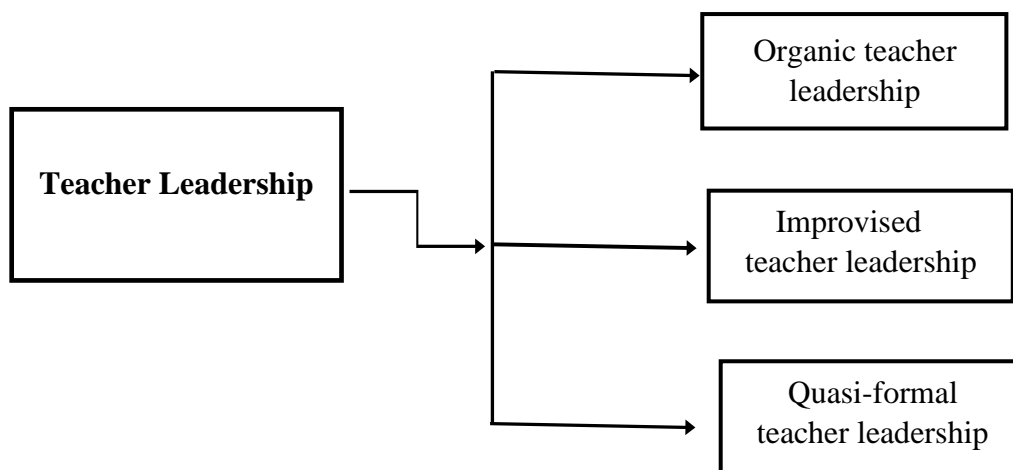
beyond their classroom role and responsibilities is totally an emerging and new concept. Teacher leaders now participate in various activities of school, and they are becoming part of social world. It becomes essential to involve teachers in leadership activity. When the teachers are provided with the opportunity to collaborate with their colleagues having diverse abilities, it helps them to develop their motivation level, professional aptitude, ownership, membership and professional autonomy. These factors have a direct influence on students' achievement and teachers' intrinsic motivation (Medina, 2014)

## **2.7 Models related to Teachers Leadership**

### **2.7.1 Supvitz Model**

Supovitz, (2018) outlined three types of educator leadership directing on instructional development, each emphasizing the expansion of instructor leadership potential and the establishment of particular responsibility roles for teacher leaders in a different way. The first tactic is what he named organic teacher leadership. This type of leadership occurs more logically in institutes with a solid sense of communal accountability than in a teacher leadership model. He referred "improvised teacher leadership" for the second type, that motivate them to tackle on responsibilities in provision of their organizations and offers professional training for them, resources and supplies, but it is not able to modify the construction of the school organizations in which they work. In these circumstances, leaders are educated to analyze and manage their prevailing school structures, and job is mostly effective of associates beneath the common flat pyramid that defines the predominant school philosophy. The efforts that include teachers' leaders in organizational structure by giving titles and status but do

not offer them formal authority and power to influence their colleagues and peer's behavior and activities was referred to as quasi formal leadership (Supvitz, 2018).



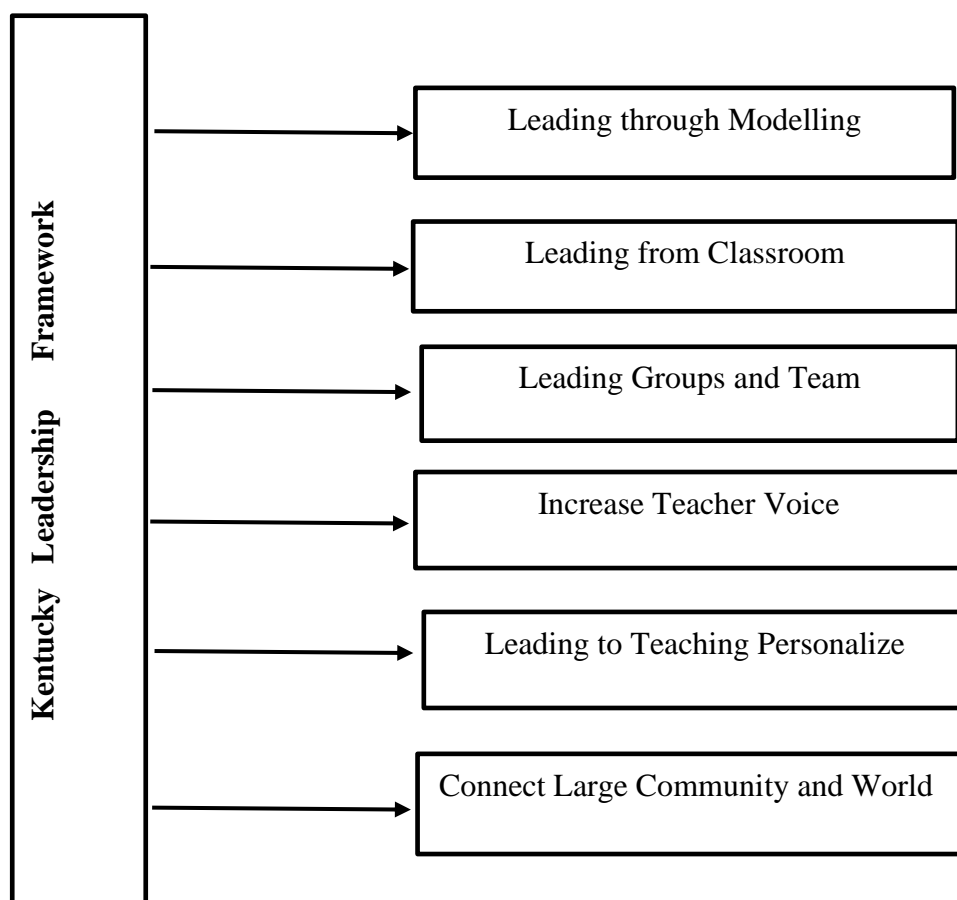
*Figure 2.1* Dominant paradigms of teacher leadership

### **2.7.2 Kentucky Model of Teacher Leadership**

Kentucky, (2015) developed teacher leadership framework which is comprises of six dimensions.

The first domain, leading from classroom, is focused with pupils' and one's own ability development. Some of the dimensions include making decisions based on best practices, responding to learners' needs, demonstrating constructive learning and leadership activities for students, applying theory to imitate on and advance practice, and increasing knowledge and experiences, such as receiving a progressive grade. He termed the second sphere as Leading through Modeling and Coaching. Mentoring novice teachers, training to improve classroom practice, and communicating knowledge in executing new instructional ways are some of the features. Leading

Groups and Teams, the third sphere, is concerned with promoting positive school transformation in order to improve student learning. carrying a prominent starring role in promoting school projects, striving to include nurtures and the society, encouraging group and collaborative teacher work, and fostering cooperation are all tasks that fall under this category. The fourth domain of the framework is striving to increased teacher voice and power. Participating in a school or local leadership committee that strengthens and supervises programmer execution; suggesting policy and practice changes; or helping in the establishment of career routes for teachers as leaders who remain in the classroom are some of the features. The fifth concern was Leading to Professionalize Teaching, which is concerned with modernizing educational institutions to create better openings for teachers to study and lead outside the provincial level. Working on a national mission force, contributing to a local or national teacher leadership association, or instructing higher education institutions on teacher organization are all instances of this dimension. The last and final sphere, leading to Link to a Larger Community or Environment, is concerned with broadening the classroom's environment outside the school. This component might include incorporating community resources into the classroom, involving business and industry in meaningful ways with the school or district, and associating teachers with the greater globe through raising the fund, association, and cooperation with other groups (Kentucky, 2015).



*Figure 2.2 Kentucky Framework of Teacher Leadership*

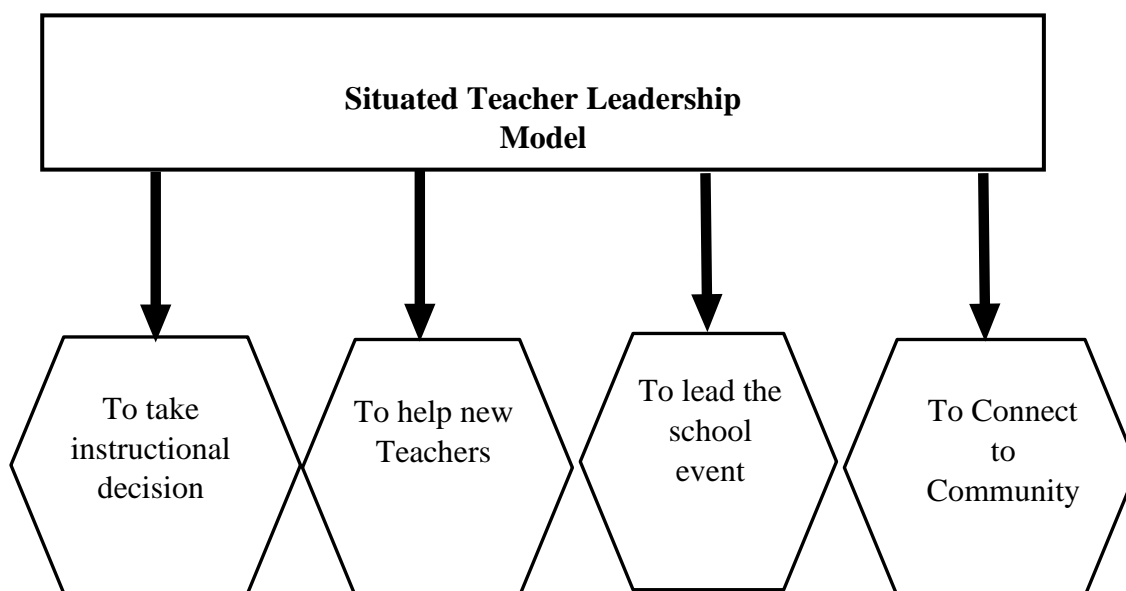
### **2.7.3 Situated Teacher Leadership Model**

This model was proposed by Sharrar and Nawab, (2020) which has four dimensions of teacher leadership behavior.

Taking instructional decisions: this relates to instructors' involvement in instructional decisions, being attentive to students' needs, and reflecting on theory implementation. It is the engagement of teachers in the development of co teachers' skills as a trainer and teacher, although they all share some of their experience and

understanding with the other teachers informally. The second element is assisting new instructors. It refers to instructors' involvement in aiding and assisting new teachers in instructional and pedagogical methods. The third component of the developing model is referred to as 'leading school activities.' It refers to instructors' engagement in leading groups and teams, as well as leading some activities and working as in charge of various activities.

Member teachers were also seen creating certain resources of community into the school, despite the fact that they had no responsibility in fostering partnership with outside groups. As a result, the new model's last feature is dubbed "connect to the community." As a result, situational standard is constructed based on the teacher leaders' practices and experiences (Sharrar and Nawab, 2020).



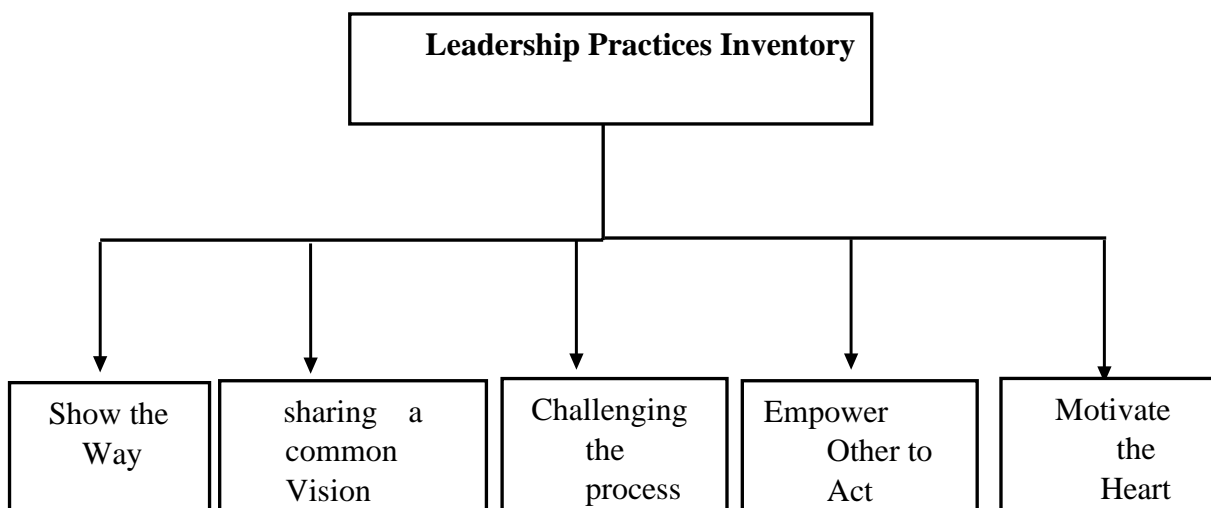
*Figure 2.3 Situated Teacher Leadership Model*



#### **2.7.4 Leadership Practices Inventory**

Kouzes and Posner, (2013) identified five dimensions of teacher leadership these include modelling the way, inspire a sharing common vision, stimulating the process, empowering enable others to act, and inspiring the hearts of other.

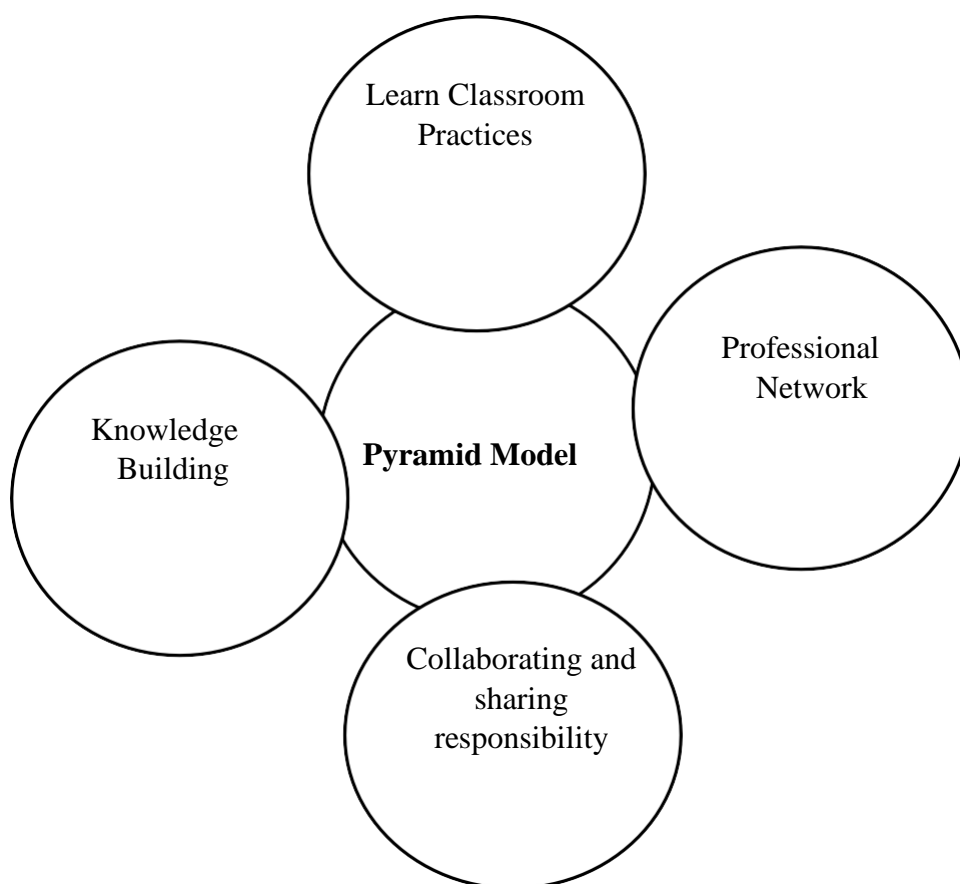
By being professional, prompt, and prepared, effective administrators "show the way." These leaders worked hard to establish strong relationships with people they led, which resulted in increased morale. By encouraging others through weekly memos, newsletters, and regular contact, operational school leaders "inspire a common vision." These leaders worked hard to ensure that people they led were inspired, and as a result, morale has risen. Effective administrators "challenge the system" by holding themselves and those they controlled to high standards. These leaders use every opportunity to gain experience, and their contagious appetite for knowledge increases morale. By being helpful and encouraging, successful school leaders "enabled others to act." These leaders communicate relevant materials, encourage ongoing learning, and raise morale. Excellent school leaders "motivate the heart" on a daily basis by publicly complimenting people and recognizing accomplishments. These executives go above and beyond by writing personal letters, and these positive interactions increase morale (Kouzes and Posner, 2013).



*Figure 2.4 Leadership Practices Inventory*

### **2.7.5 Pyramidal Model**

A pyramidal model was developed to understand the evolution of teacher leadership and impact (Riel & Becker, 2008). Local based activities, less capable and informal activities were at the lowermost and the professional leadership roles with a greater influence were progressing upward. classroom practice was the first and main level of this paradigm, in which a teacher works and acquires knowledge in his or her classroom. Another level was made up of instructors from the similar school working together and sharing duty for schoolchild progress. The 3rd stage entailed the usage of professional association and networking, which allowed teacher as leaders to communicate and share knowledge ideas outside of the building of school. The last and fourth phase was building knowledge, in which teachers made an important contribution to the profession of teaching. This archetypal attempted to represent few of the features of teacher leaders, then its shortness does not reflect the variety of abilities and attributes possessed by good teaching leaders.

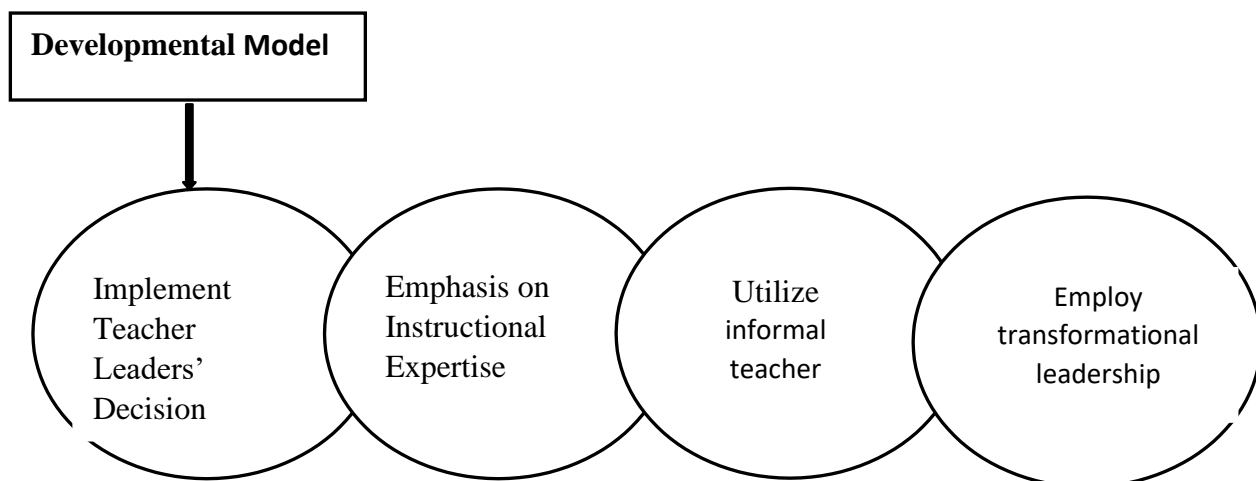


*Figure 2.5* Pyramidal Model

### **2.7.6 Developmental Model**

Using the lenses of position and desired activity results, a developmental model looked at the notion of teacher leadership growth. For defining teacher leadership, Silva, Gimbert, and Nolan (2000) proposed a model that has reflected three waves of leadership. The teachers execute choices of other teacher leaders in the initial wave of teacher leadership. These choices are made by official roles like department directors

and union representatives, and they serve a more management aim of expanding school operations. The second wave places a larger focus on teacher leaders' instructional ability. Teachers become staff developers, mentors, and curriculum leaders as a result of this wave. As a technique of re-culturing schools, the third wave reflects informal teacher leadership characters, in which they develop leaders and guide by taking their routine activities without having any official positions of leadership. In school improvement initiatives, it promotes an organizational investigation-based culture that fosters cooperation and continual job-rooted learning (Henning & Reed, 2004). In accordance with this, teachers are considered as major architects of school environment, culture and philosophy. Teacher leadership was reported to perform a vital effect in the professional culture of institutions. In a study of seventy-six principals (investigating teacher leadership: How principals inspire it and how teachers practice it in high school). To further improve this paradigm, a fourth wave was proposed. Teachers in the fourth domain demonstrate transformative leadership abilities, which results in leading their colleagues viewing them as excellent educators (Pounder, 2006). This sort of acknowledgment enables educators to become seen as teacher leaders even if they do not have formal leadership positions. This most recent wave transforms teacher leadership from a formal position of authority to an informal position of accountability for introducing reforms in the school organization as a result of shared dialogue (Gonzales & Lambert, 2001). This fourth wave proposes that without the influence of a recognized leadership, excellent teachers striving to post can establish and lead teacher leadership initiatives at a grass roots organizational level.

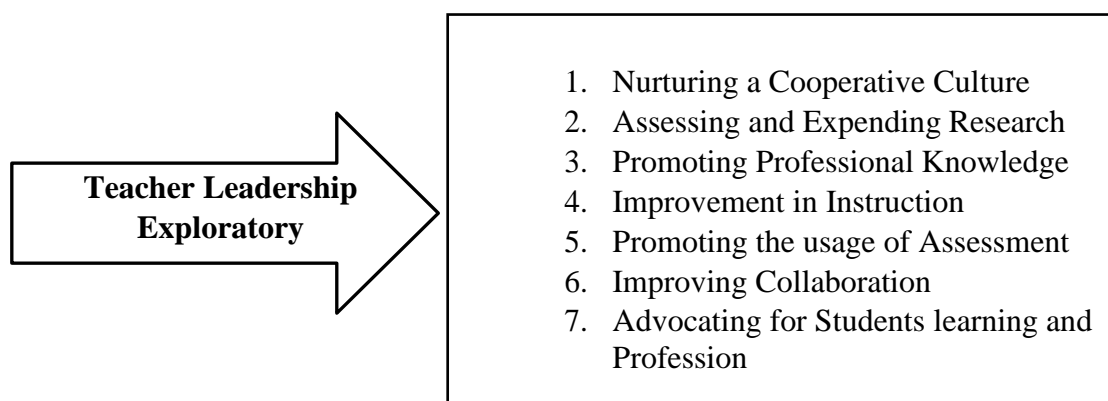


*Figure 2.6 Developmental Model*

### 2.7.7 The Exploratory Consortium of Teacher Leadership

The model work is possibly one of the most comprehensive and modern tactics to teacher leadership. a consortium is made by the teachers, school administrators, higher education leaders, policy groups, and representatives of union collectively. The consortium adopted a unique style to teacher leadership by attempting to set values for teacher leadership by creating seven spheres that encompass the numerous facets of teacher leadership. The resulting Teacher Leader Model Standards were intended to codify, promote, and support teacher. These standards were designed to define, sponsor, and support teacher leadership as a means of restructuring schools to encounter the demands and requirements of 21st-century students 1. trying to foster a collaboration of culture to assist teacher progress and pupil learning; 2. analyzing by means of research to expand practice and learners' knowledge; 3. trying to promote professional development for constant quality perfection; 4. assisting significant improvement in teaching and student learning; 5. working to promote the usage of methods of assessment and collecting statistics for district and school development. 6. enhancing

communication and association with parents and communities A standards-based approach to teacher leadership was used in this initiative



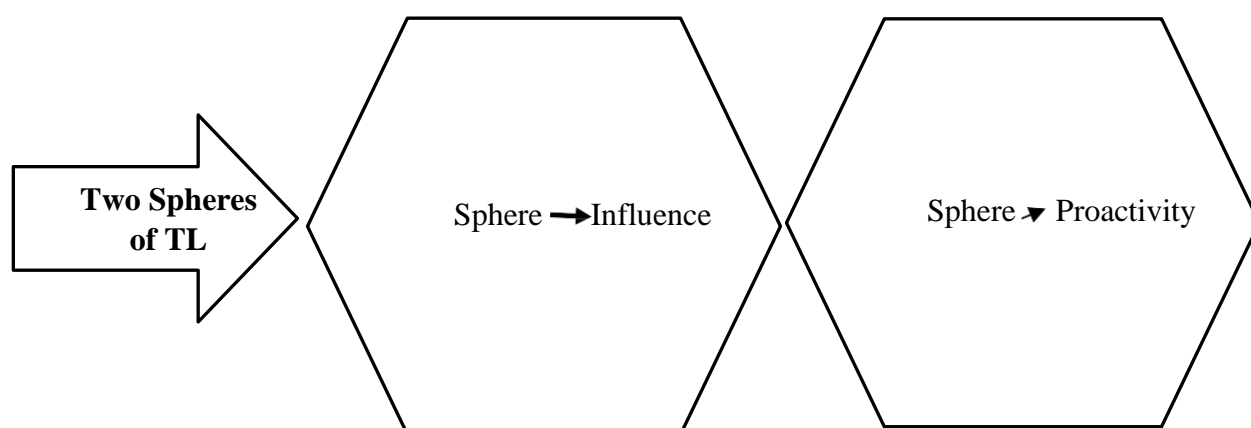
*Figure 2.7* Teacher Leadership Exploratory

The standards' diversity reflected the many opinions of the stakeholders engaged. The first four domains are educational in nature and correspond to the above-mentioned studies. Teacher leaders who collaborate, promote their colleagues' growth, use an organized investigation method, job integrated professional progress, and are aligned to goals are valued in these domains. The following three areas take a broader picture of leadership that occurs outdoor of school hours. They emphasize the practice of evaluations to promote district improvement creativities, as well as supporting systematic engagement by the larger community to extend student learning prospects and pushing for changes in the policies of education. Whereas this method aids practitioners in detecting the behavior of a teacher leader, its extensive emphasis reflects the literature's vast range of definitions of teacher leadership. Smylie (1996) looked at four aspects (Working ties between teachers and their principle, norms impacting teacher relationships, perceived capability to contribute to choices, and feeling of accountability and duty in assisting) in areas of decision making (employees, teaching methodology, work development, and general management). While another

model revealed a link between all of the variables, the study's main conclusion was that teachers' relationships with the heads had the most impact on their desire to contribute to teacher leadership activities (Smylie, 1996). This pattern attempted to describe the level to which teachers engage in guidance activities, it was not capable of investigate the various teacher leadership responsibilities.

### 2.7.8 Two Factor Model

Nesbit, and Miller proposed a pattern that considered some of the numerous teacher leadership positions (1999). The authors looked at two aspects of teacher leadership: the first one is associated with the classroom, school or district that he named the sphere of influence. The second domain was associated to the focusing on to what extent teachers generate support from colleagues to bring positive changes in school climate that he named as level of productivity. Classroom instructor, resource supervisor, change agent, school organizer, instructional manager, and leadership choice were highlighted as teacher leadership positions in the Professional Development Models of Leadership for in Mathematics and Science. This approach attempted to focus on the different subtleties in leadership positions but haven't offer any recommendations on how to create teacher leaders.



*Figure 2.8* The two factor model

## 2.8 Dimensions of Teacher Leadership

**2.8.1 Development focus:** There are conflicting versions of teacher leadership plans with various approaches and forms of assistance aimed at strengthening school reform initiatives. A research by Hallam, et al. (2012) used a nonprobability clustered sampling approach to discover that other teachers were confused and frustrated regarding the purposes and aims of teacher leadership roles. The scholars of this three-year study instructors used a comparative case study technique to gather qualitative and quantitative data. The researchers used interview and survey methodologies to evaluate and evaluate two mentorship schemes that were supposed to help teachers stay in the classroom. Two school districts in the same state comprised of new teachers' districts in the same country who were tracked throughout the first three years of their careers were selected as the sample. The one School District had over sixty-four thousand kids enrolled in its forty-six primary schools, whereas another School District had around twenty eight thousand children enrolled in its twenty six primary schools. Face to face, semi structured interviews were taken from the newly appointed teachers who were not having teaching experience nit more than one year. The respondents (teachers) claimed that they feel hesitant to ask for help from the instructional coaches but not the mentors of school. The instructional coaches were seen by new instructors as lacking competence and authority in pedagogy and topic understanding, and so as being ineffective in the long run.

In contrast, Hallam et al. (2012) discovered that new instructor-mentors were beneficial to the new teacher's growth of skills and knowledge. In fact, the Asher School District had a greater retention rate when just mentors and not instructional trainers were used to help other teachers grow. With the conclusion of year three, the



first School System had a forty-two percent retention rate for coaches, while the other School District had a sixty four percent rate of retention for mentors.

It was also, discovered from the same study that teacher leaders' pedagogic abilities and expertise were key determinants in creating and maintaining school improvement. Teacher leaders were crucial in inspiring and training teaching personnel in order to promote the educational system's progress. New teachers were more inclined to support and participate in school improvement efforts if they thought teacher leaders were successful in implementing rules and procedures. The confidence of new instructors was built and maintained when they believed coaches or mentors. have the requisite expertise and abilities to assist them in their professional growth. The connection was not appreciated by the new teacher when the mentor or coach did not have these abilities to suit their requirements, and the new teacher withdrew from the connection. When mentors assisted new teachers in assessing their abilities and knowledge, they preferred it to as the coach sought to advise the new coach (Hallam et al., 2012). The same as a consequence, it was indicated that how the approaches used to assist new teachers are delivered is critical in molding pedagogical skills and expanding neophyte teacher knowledge.

**2.8.2 Positive environment:** Teachers' opinions of teacher leaders are overwhelmingly positive. Teachers highlighted a number of core ideas about successful teacher leadership behaviors in a research done by Pitman (2008). Interviews for this qualitative research were taken from sixteen teachers, that looked at leadership techniques that helped the school build and maintain a professional learning community. Teachers replied by emphasizing the significance of being helpful, taking chances, and speaking out for important topics. Teacher leaders have also been recognized as personable and open-minded. Teacher leaders, according to the teachers questioned, used clear-cut

communication abilities. Thirty-two Teachers also agreed that they were able to get feedback from shareholders before creating judgments. Teachers said that leaders have the potential to build abilities in certain zones and take on positions where they give models of their exercise and experiences, which is linked to their knowledge. According to teacher views, teacher leaders are eager to assist and guide others in a certain field.

Hallam et al., (2012) discovered that proximity was crucial in forming favorable interactions in the research stated earlier. Over the course of three years, 23 new instructors were selected using a non-probability clustering sampling approach. Again, using interviews, the researchers performed a comparative qualitative and quantitative case study throughout the new instructors' first three years of teaching. The assessments of new teachers of their ties with teacher leaders grow into deeper over time, according to the study. Furthermore, it was suggested that when new teachers' mentors taught in the same grade, their empowerment may have grown. In fact, 80 percent of new instructors reported a need for more cooperation and closeness, citing successful collaborative sessions in which all participants were physically present in the same building.

**2.8.3 Autonomy:** Developing an understanding that the power and impact structure inside the school region has an effect on the primary aspects of the transformation process, according to the literature (Reichert, 2010). Reichert (2010) gathered data on a school district's political inner workings as the school built teacher leadership programs for his research. Personal experiences were collected and evaluated with the objective of generating detailed descriptions of the situations involved, since this was a phenomenological research. Teacher Leading Teachers' organizations from around the Ridge Independent School District in Cedar, Texas formed an Elementary Advisory Group for this study. Each group consisted of teacher leaders who had spent at least

two years in the 34 districts officially and informally developing teacher leadership skills. The five Teacher Leading Teachers have teaching experience ranging from three to twenty-two years. Teachers documented occurrences throughout the transition process as part of the data gathering technique. Surveys, comments, observation and field notes, and reflective journaling were all used to gather data. The goal of the research was to examine the results and locate patterns in the data. The core of the transformation process was discovered through uncovering themes and underlying elements. The writers painted a clear picture of their knowledge and conception of the transition process in the teacher leader profession. It was said that the teacher as leader has the ability to affect change in the area. Due to the district's political character, the statistics revealed a lack of influence among teacher leaders. Responsibilities in the organization, capacity to connect, individual motivation, and program and supply control were all factors that affected the transformation process. The initiative's outcomes were influenced by the capacity to comprehend these four variables in the change process.

**2.8.4 Collegiality:** Research by Hawkins Revis (2007) is evaluated since collegiality is defined as assessment of one person relayed to another's desire to work on educational challenges. According to Hawkins-Revis (2007), 78 percent of teacher leaders consider themselves to be in a leadership role and hence make comments to teachers without being asked. Hawkins-Revis (2007) employed 43 questionnaire questions to assess teacher leaders' social environment, professional values, frameworks, and organizational structure. Thirty-four of the forty three questions asked of teacher suggested that they had a predisposition toward openness and cooperation, while nine items showed that conventional leadership standards are present in their practice. According to the data, 80% of them thought their standing was equal to that of their

fellow and that they have not to pass judgement on another teacher's abilities, however seventy-eight percent of teacher leaders said they made ideas without being questioned. This shows that teacher leaders were okay with sharing suggestions as long as no judgements were made. Despite this, 51 percent of teacher leaders disputed that teaching is a profession of corresponds, indicating that the educators recognize differences in colleagues' skills, talents, knowledge, and competence. Sixty-two percent of those same teachers believe that education ought to be scrutinized.

**2.8.5 Participation and recognition:** The aspects of acknowledgement and contribution, as articulated by Katzenmeyer and Moller, (2009) are closely connected to teacher empowerment and engagement in decision-making. The researchers looked at teacher empowerment in relation to colleague trust. The researchers discovered that trust was an indication of teacher empowerment when they looked at teacher efficacy. The investigators also discovered that confidence in associates increased other instructors' self-efficiency, allowing them to play a part in decision- making. Teachers' confidence in colleagues had a favorable influence on judgement-creating, as well as their views of professional advancement and influence on colleagues, according to the research.

**2.8.6 Open Communication:** According to Katzenmeyer and Moller (2009), the dimension of open communication enables instructors to problem solve in order to help address concerns or better future occurrences. It was found that, despite the fact that mentors were supposed to be good at providing feedback to new instructors, they only had a "restricted range of activities" (p. 458) from which to assist the new instructors in a case study. The study reveals the necessity to educate schoolteacher leaders in managerial skills in order to increase the capabilities of new teachers by utilizing a qualitative technique of acquiring data from shadowing three mentors and new

instructors at a California location. The researchers interrogated and watched three teachers engaging with three new teachers as part of this study to understand more about new teacher induction. They discovered that the advisers analyzed were hesitant to encourage the new teachers to look more crucially about student learning. Although the mentors could clearly explain the deficiencies of the new instructors, they were counselling, the tactics used were insufficient, and further training was required. As a result of the investigation, it was discovered that the mentors' lack of training led to the new staff's lack of advancement. When a learning opportunity that has a direct impact on students in their learning setup, then it makes a detrimental and unfavorable effect on their educational progress and achievements (Carver & Katz, 2004.).

### **2.9.1 Factors that facilitate and inhibit teacher leadership**

Notwithstanding there have being a lack of studies that explain the formulation of teacher as leaders in detail, it is cleared from the literature that training and the professional development of teachers are valuable to become leaders. These training and professional development programs not only boost the content, pedagogy and leadership skills of teachers rather these seems to be significant due to the partnership and network that are formed during training (Durias, 2010). For instance, the teacher leaders who participated in the training or the professional development programs becomes the means of support for their colleagues in respect of contact for sources and feedback (Brosky, 2011). Similarly, it is also founded that the teachers' network that participated in the training share the provided content, knowledge, cultural support, pedagogical information and assistance in developing their leadership skills with each other which facilitate to develop the leadership skills among them (Yonezawa, Jones & Singer, 2011).

Beside the assistances of external support, the administrative support also seems to be important in order to make the teacher leadership successful. In particular, the specific level of autonomy forms the administration to the teachers seems to be the key. Furthermore, Chamberland (2009) founded that, the head needs to make a continuous efforts to encourage even when the teams share a common objectives and is having the authority to make decisions. She further says, if we do not support the teacher leaders, if we do not keep a regular check in with them and if we do not follow the thing in the way we said to be them we cannot save the teachers from failure. Possibly the administrators who listen to and respect the teacher leader that is an appropriate level of autonomy for them which results in the development of their leadership skills.

Gordin (2010) founded when the principals provide chance for the educators to contribute to the decision making process of organization's matter then the teacher leadership gets appreciated. They become grateful when the principal listens to their problems that they are having with their peers during the leadership activities. Likewise, teachers as leaders' demand to see that administrators realize their role and give importance to it (Gigante and Firestone, 2008).

Moreover, it allows them to carry out their efforts when the principal create an atmosphere that promote a healthy and productive relationship among the teachers. Constituent in school environment that were beneficial to teacher leadership ranged from the executive items to cultural norms. It seems to be beneficial for the teacher leaders and their work when the principal simply brings changes in the schedule and provide time space for the teachers to collaborate with their colleagues in term of logistical items (Chesson, 2011; Chew & Andrew, 2010). Building a supportive culture and environment for teacher leaders, encouraging the norms of trust, respect, ethics and

care, penalty free risk taking, shared leadership and a continuous learning appeared to be advantageous for promoting the teacher leadership skills (Hunzicker, 2017).

In order to consolidate their leadership capabilities, teachers also need certain training offered via academic degrees, in service or preservice training or professional development programs (Darling, Hammond & Lieberman, 2012). It will be cultivated as a result of this specialized training, which will boost participants' confidence, develop knowledge, and provide chances for additional school wide leadership responsibilities. The programs offered to the graduate aim at strengthening teachers' leadership experience, abilities, and characteristics have been recorded in much research (Carver, 2016). However, research on early teacher preparation programs focusing on it, its concepts, practices, and identity formation are few (Bond, 2011; Rogers & Scales, 2013).

The ultimate way in which head of school can support teacher leadership is to assign them with certain responsibilities and understanding their job description and recognizing the teachers with compensation and appreciation for their better performance and for the completion of the prescribed job. For instance, in Borchert's (2009) study created a detail concern about the job description such as the assessment of data, establishing goal and the way to communicate with the department due to which the teachers become able to understand their roles and responsibilities fully. It was also noted that the teachers who are having such clear role and responsibility practice a better leadership role. Along with the clear role and responsibility some sort of recognition and appreciation make the teacher leaders felt more inclined and persuaded. This recognition could be a monetary or financial compensation or simply a recognition by the administration, department, institution or administration (Vernon, 2008). The principal can foster leadership among teachers by providing them opportunity to show

their abilities and by recognizing the contribution of the members in the attainment of the shared vision. A leader makes two words a part of their life “thank you” and “please” (Kouzes & Posner, 2012).

### **2.9.2 Factors that inhibit teacher leadership**

An important factor that inhibits teacher leadership for many teachers was workload and little time for the leadership roles and duties. Durais (2010) noted in her study that teachers claimed that it is difficult to take time out of the classroom to go to meetings and other activities. Teachers believe that it takes a plenty of time to go meeting and in-service training and they cannot spare time for their families due to extra role and responsibilities. Another teacher claimed that it becomes distressing when he is assigned with the responsibility to work their colleagues and to participate in district level meeting. They assume that they are not provided with enough time to accomplish their classroom duties, so it is clearly understandable that teacher leader need some sort of time allowance for the accomplishment of their leadership roles (Wenner & Campbell, 2017).

Another factor that inhibits teacher leadership was poor relationship with colleagues and administration. For the success of teacher leader, the support of principal is priceless. Teachers are unable to fulfill their duties with an unsupportive principal. Teacher leadership is not possible to promote if the teacher leaders are not given with the authority and autonomy to participate in school activities and to complete their work, the principal does not appreciate and recognize the work they do, there are not enough resources and appropriate structure to assist the teacher leaders, does not foster collaboration to focus the work of teacher leaders. Resentful colleagues make the teacher leadership difficult because only working with colleagues make the leadership



possible (Margolis & Doring, 2012). The non-supportive colleagues prevent the progress of the other teacher who take leadership role. The colleagues sometimes dislike or even hate to take leadership responsibilities and the teachers who are willing to take leadership role are interpreted to get a head for personal benefits. When the other teacher who take leadership role, influence the principal the resentment from the colleagues occurs. And the presence of coalition, groups and factions of teachers were identifying as the group that interrupt teacher leadership (Brosky, 2011).

School climate comes as another factor that inhibits teacher leadership. When other do not wish to follow it becomes difficult for someone to become leader. The organizations who are resistant to change face problem in promoting teacher leadership. Likewise, schools with an unclear vision and mission inhibit teacher leadership. Lack of communication among the teacher and the principal and absence of communication among the staff hinder with the work of teacher leaders. Furthermore, school where the faculty who possess high position in the institution becomes the reason of resistance for the teacher who don not possess any position and these teachers resist to take leadership role. It is obvious that when other do not follow it becomes difficult for someone to become leaders (Chesson, 2011).

Lastly some personal characteristics come in the way that do not have a conducive effect on teacher leadership. Some teachers do not feel comfortable “being the boss” and they are not willing to disturb their traditional hierarchical position within the organization (Chamberland, 2009). Teacher with lack of knowledge and the novice teachers with lack of experience lack confidence and they do not feel comfortable in subject matter often struggled to lead. These personal characteristics become reason of instructor as leaders losing credibility in the eyes of their collaborators (Durias, 2010).

## 2.10 Teacher Leadership's Impact

Students are now not doing as well as could, and education is in a situation of crisis. Learners lack proficiency in English language and arithmetic, and different types of testing are popping up all over the place. “In reality, the policy of national education is being developed on the premise that all states have criteria and considerations in place, and that they are acceptable indicators of learning of student and appropriate instruments for evaluating and comparing states and countries (Smylie, Conley & Marks, 2005). The state and federal governments are carefully monitoring all schools and districts in an attempt to address educational issues. “The total impact is to create a culture in many legislatures were pushing for higher responsibility for schools and even more drastic remedies to the educational ‘problem’ when schools don't exhibit better performance is allowed and politically profitable”. According to the No Child Left Behind Act, all pupils must be competent by 2014, as evaluated by yearly state standardized examinations.

Teacher leadership is a concept that can be adopted into any school to help with the development of a school community and its students in these challenging times by altering the environment, systems, and culture. It's proponents do not suggest that it is the "end all cure" for educational problems. (Danielson, 2007). However, there are instances of schools that have adopted the teacher leadership, and the results of their implementation speak for itself.

The increasing expectations imposed on schools in terms of student accomplishment need a more constructivist approach to teaching, which is one of the reasons teacher leadership is so crucial today. “The constructivist paradigm relies on instructors having a thorough understanding of their subject area, in what way to teach it, and how pupils

understand and grasp it". Teachers must adapt their teaching approaches in response to changing circumstances. Teachers must be capable to cooperate with one another and learn from each other teaching skills in order for these improvements in teaching to take place.

Teaching, on the other hand, may be a very lonely career. Fortunately, teacher leadership encourages cooperation and professional learning communities. Teachers interact with on a regular basis for assistance, inspiration, encouragement, and learning innovative methods to collaboration mechanisms. Due to the presence of these collaborative frameworks, great degrees and efficacy of teacher learning may be achieved. Collaboration provides teachers with the confidence to test new concepts and take challenges, knowing that specialized support will always be there. The goal of these communities is for instructors to feel at ease exchanging ideas and learning collectively. There is not only one leader in cooperation; as an alternative, there are several leaders of knowledge rather than position. Because of the professional milieu produced by teacher leadership, this sharing occurs. If there is no such atmosphere, instructors may become competitive with one another and keep their thoughts to themselves. Teacher leadership, on the other hand, fosters a culture of exchanging ideas (Katzenmeyer & Moller, 2009). As a consequence, instructors come to be lifelong learners who are more eager to experiment with novel teaching methods.

Another important component of establishing teacher leadership is shared decision-making in school site councils, which has good impact on student success. "Site councils can be implied as efforts by the national to move governance beyond the restricted control of professional administrators, based on the implicit assumption that greater participation by educators, parents, and community members will result into greater enhancement, as measured by state goals" The advantages of including different

stakeholders in school decision-making are twofold. First, individuals are more inclined to buy into new ideas and initiatives when they have a voice in choices that directly impact them and their children. Second, parents and instructors are well-versed in a wide range of topics. Having everyone at the table contributing to choices will almost certainly result in beneficial improvements and results. The tremendous demands of the work and the little time available to do them are a key problem for administrators. “As a consequence of current rules in areas like accountability and evaluation, the principal is becoming just as accountable to the government as the local controller and board of education” (Smylie, Conley & Marks, 2005). Principals at schools with strong teacher leadership do not have to shoulder all of the responsibilities. When a school empowers its teacher, everyone shares accountability and responsibility for student progress and shaping the school as a great environment for everyone. Teachers may work together with administrative staff to carry out the vision and create the adjustments that are needed for students and the school atmosphere (Katzenmeyer & Moller, p. 33). Teachers will take on greater responsibility in the classroom if they have a say in choices concerning teaching and the school as a whole. Because instructors have ownership, it will be their job to improve school atmosphere, design new classes, and adjust teaching approaches in order to increase results. The outcomes are unique to each individual. When all members of a school's community believe in the shared responsibility they share teacher leadership, the school will be operating at full potential, and good change will occur.

Teacher Leadership's according to Khan and Malik (2013), Influence Teacher leadership initiatives, may help to recruit, persuade, and reward outstanding teachers. “Teacher turnover is significant, with 46 percent of educators quitting the educational field before completing five years according to the America's National

Commission on Teaching and Future (Holland, Eckert, & Allen, 2014). In order to make the teachers capable of understanding their formal and informal obligation they must be trained as leaders because only this step can make it possible to make difference in the concept of teachers' leadership Buchen (2000). Only they can be aware of the daily issues and problems, and these can be resolved by themselves in better way than anyone else Nappi (2014) added the Foundation study of Wallace conclusions, school who empower the stakeholders to make input in schools' matter ensure a better accomplishment and achievement of students.

Educators can get motivated and beneficial and constructive changes can be made by giving trainings to the teachers. These training programs must be aiming to foster the confidence level of teachers as well as make them able to willingly accept the changes and challenges coming out from their comfort zone (Uribe-Florez, 2014). Teachers, according to Helterbran (2010), must eliminate the phrase "simply a teacher." Teachers must be mentors, guiders and leaders who can see potential impediments to student progress and take action to overcome them. The goal of this study was to find ideas that developed from participants in master's level teacher leadership programs, self-reflections on individual and professional advancement, as well as their opinions of themselves as change agents who positively affect school settings. It might benefit to develop the idea of influences which subsidize to the training of teacher leader that may boost accomplishment of students, the environments of, and fulfilment of career and personal as a mean of phenomenological qualitative study which focuses on respondents' self believes of professional knowledge, expertise and potentials as leaders (Moore, Latimer, & Village, 2016).

The school vision will be carried out at all levels by enabling teachers to be change agents. To create high-performing learning communities in which teachers are both

leaders and followers, where mutual interactions and norms strengthen the obligation to improved student learning, and where teachers truly consider they can make a difference in student learning is really a challenge for the principal. ” (Smylie, Conley & Marks, 2005). It is critical since principals are frequently transferred from one school to the next. When a school's vision is carried only by the principal, the mission will be lost when the school is transferred. When a school's teacher leadership is strong, all stakeholders share the same vision. As a result, even if the principle goes, the vision and drive will go.

Despite the dearth of a comprehensive definition for teacher leadership, the notion is often promoted as a critical component for both school performance and teacher professionalization. Teachers need to be given the opportunity to work with individuals beyond their classrooms in order to develop leadership abilities. Some instructors see TL as a formal managerial job, while others find it as any opportunity for teachers to contribute to the decision-making process. In most schools, regardless of how it is characterized, teacher leadership capability is widely acknowledged to be undeveloped (Cosenza, 2015).

The goal of this qualitative research was to look at how prospective teachers' perspectives and beliefs of teacher leadership changed through their practicum experience in Qatar. Through talks, coaching, and mentoring, the practicum experience focused on building student teachers' knowledge of teacher leadership. To capture not just shifting attitudes, but also the causes behind such changes, data was collected using a mixed method a survey (quantitative), semi-structured interviews (qualitative) , and monthly reflective diaries. The findings demonstrated that student teachers' explanations, knowledge, and practices of teacher leadership had improved. They do no, however, totally equate their techniques with being completely leadership-focused

on. The study's implications include providing appropriate chances for leadership progress inside instructor training programs in order to enable student teachers recognize personal roles and practices in the area of teacher leadership (Sawalhi & Chaaban, 2019).

All participants acknowledged a good influence in the post-interviews. One participant, for example, claimed that "the pupil will get more profit when the teaching and learning activities will be more informative. Another member said, Educators will be volunteer in their areas, and each sector will provide diverse activities to help children to develop their abilities and resolve behavioral issues. They will serve as role models for students' (Participant 4). 'Teachers are impressing their collaborators around them, changing the behavior of pupils, and creating a fruitful environment,' said respondent 3 when asked about the influence on other teachers and kids.

Their remarks had a good influence on the pupils' academic performance and conduct in general. When she was questioned at the conclusion of the practicum, one of the participants remarked that TL might have a good as well as a negative effect, stating that 'some instructors could feel envious, even if he/she has a favorable effect on others.' The influence of teacher leadership on supportive teachers' practices and boosting their self-respect and self-assurance was discussed in the post- interviews. Leadership is unquestionably required for every business to prosper. Educational leadership, on the other hand, is often compartmentalized and restricted to hierarchical leadership in schools, such as principals, superintendents, and those with a formal title. As indicated by both professional and academic (research) literature, the notion of teacher leadership has started to emerge in progressive schools and districts throughout the nation. Teacher leadership exists in reality, but there is no clear definition or uniform application in K-12 education. In order to lead, teachers have traditionally

moved out of their conventional function as teachers and into official responsibilities within the school hierarchy. Teachers have also come to lead in recent years without abandoning their classroom roles (Sonocki, 2013).

Finally, there are several advantages to establishing teacher leadership in a school. It is one option to produce a decisive impact in whole school and learner accomplishment, given the changing times and the expectations put on schools to provide the best education to kids. Teacher leaders are well aware of their many responsibilities. They must balance their leadership's emphasis amongst the school's diverse demands. Because success of the educational institution is often assessed via quantitative evaluation of student progress, teacher success has traditionally been assessed in the same manner. Teacher leaders, on the other hand, understand that no gain in success is possible in a school without a good, collegial, and professional atmosphere. Students learn more and perform better in school when their instructors are pleased. Because it is what it fosters, teacher leadership is at the core of this philosophy. Teacher leadership must be effectively executed, not merely assumed, in order for it to be really valuable to a school (Smylie, Conley & Marks, 2005). Along the long road to bettering education, teacher leadership will be one option.

When considering school reform, it becomes critical to evaluate the teacher leadership activities and its nature. When teacher leadership activities focused on student learning, there was an impact on instruction, classroom management, and teaching methods. School reform initiatives may be less effective if teacher leadership activities do not prioritize student learning. In a study examining teacher engagement in decision making in areas other than the classroom, (student assessment, curriculum outlines, and behavior strategies). Successful leaders in education are self-directed, take chances, and perceive opportunities where others may not. Sharing information with the team,



representing on instructional task, interacting in research project, coaching others, increasing social awareness, risks taking, fostering relationships, inspiring professional growth, standing for and assisting others with variation, stimulating the status quo, concentrating on syllabus modifications, and playing a dynamic role in school transformation are all roles documented in the literature. Successful leaders in education are self-directed, take chances, and perceive opportunities where others may not. (Derrington & Angella, 2013)

## **2.11 Summary**

Literature review of the current study was elaborated in detail discussion. All the sections in this chapter were discussed in detail. The concept of leadership, teachers, leadership, history of leadership, early and contemporary leadership theories, evolution of teachers' leadership, research related to teacher leadership, different models related teachers' leadership, dimensions of teachers' leadership behavior, factors that inhibit and facilitate teacher leadership and the impact of teacher's leadership were added in a logical manner by using previous studies' references. The review of literature revealed that teacher leadership ought to be fundamental in teachers' professional dictionary. The leadership of teachers have been transforming and the role of teachers is expanding with the passage of time. Now today's teachers not only perform their role in their classroom but with the organization, colleagues, parents and community as well. Teachers are now employed with the power to make decision even without having any official leadership position. This leadership helps teachers to become better teachers and to increase their performance which in turn provides benefits for the organization and community. There are many factors that inhibit or facilitate teachers' leadership behavior that include the work which comes under the domain of "Supra Practitioners." Another important factor is discussed as relationship either the relationship could be good or bad which

effects the teachers' leadership that is discussed under the domain of "Sharing Expertise." School climate is another most important element in fostering teachers' leadership. When the organization provide comfortable working environment, when teachers are provided with the authority to take initiative and take decision in just not help in bootstring the behavior of teacher but also the students and colleagues. This can be made possible by "Sharing Leadership". The personal characteristics of the teachers, heads, high authorities and other stake holders matter a lot in the establishment of better and productive environment. How the head deal with teachers and how the teachers deal with the student is very important factor that need to be explore (Principal Selection).

## CHAPTER 3

### RESEARCH METHODOLOGY

This section provides details about the research approach, research design, study population, sampling and sampling technique, instrument, data collection, validity, pilot testing, reliability, data collection, data analysis and the descriptive statistics of demographics.

#### 3.1 Research Approach

The current investigation used a quantitative approach. The study took a quantitative approach, relying on statistical analysis of the data gathered. Numerical data is used mostly in quantitative research to analyze results and draw conclusions. Because it is utilized to identify the problem/situation by producing numerical data that can be translated into usable statistics, for this reason the researcher chose this strategy. The approach of present research was quantitative approach. The main objectives of this research were to examine teachers' leadership behavior among different faculties at higher education level and to explore differences in teachers' leadership behavior on the basis of demographic variables. Both the objectives required quantitative data, in this way the researcher relied on this approach.

#### 3.2 Research Design

The current research followed a descriptive design by method. It is considered as a type of research that focuses on answering what, when, where, and how question about a phenomenon or a situation. There were three main objectives to assess teachers' leadership behavior at higher educational level and to examine the teachers' leadership behavior among different faculties at university level. The objectives were

associated to the analysis of existing situation. For this purpose, a descriptive research design can be helpful as it mainly discusses a phenomenon, problem or a situation on the basis of public opinion. Descriptive research is also used to test hypothesis. In order to collect data survey was used as it is considered to be the most fundamental method for quantitative research studies that is quite inexpensive, and it help a researcher to accumulate a larger amount of data from a large number of people in a short period of time (Kumar, 2011).

### **3.3 Population**

The population of this study was comprising 170 university teachers of Gilgit Baltistan. A record of universities located in Gilgit Baltistan and the total numbers of teachers in each campus was originated from the respective main campuses. There are only two public universities in Gilgit Baltistan namely Karakoram International University and University of Baltistan. Karakoram International University has four campuses i.e., the KIU main campus, KIU Ghizar campus, KIU Hunza campus and KIU Diamar campus. University of Baltistan has three campuses, UOB main campus, UOB Anchan Campus and UOB Sundus campus. The total population of the study was 170, from which 120 teachers were from Karakoram International University and 50 were from University of Baltistan.

Table 3.1

*Population of the study*

Sr #	University Name	No. of teachers
1	University of Baltistan	50
2	Karakoram International University	120
	<b>Total teachers</b>	<b>170</b>

The above table illustrates the distribution of population of the chosen universities. The table indicated that KIU has total 120 teachers and UOB has 50 teachers, and the total population of this study became 170 university teachers of Gilgit Baltistan.

### 3.4 Sampling technique

The researcher used stratified random sampling technique that is type of sampling procedure in which the sample is divided into subgroups called strata. As the objective to determine the teachers' leadership behavior among different faculties at higher education level. For this purpose, the sample is divided into four main strata.

### 3.5 Sample

The total population was comprising of 170 university teachers and the calculated sample according to Morgan and Krejci , 1970 (Appendix M) was 118university teachers. The researcher decided the sample on the basis of common

faculties and common departments in both the selected universities. Table below shows the total population and sample size of the current study.

Table 3.2

*Calculated Sample Size*

<b>Variables</b>	<b>Total Population(N)</b>	<b>Sample(n)</b>
<b>Total teachers</b>	<b>170</b>	
UOB	50	46
KIU	120	72
<b>Total Sample</b>		<b>118 (69%)</b>

The total research population was 170 while calculated sample according to Morgan and Krejci , 1970 is 118 teachers that is the total 69% of the total population. From 118 (69%) of sample 46 (39%) teachers were from University of Baltistan and 72 (61%) teachers were from Karakoram International University.

Strata were developed on the basis of faculty. Four same faculties from each university were selected as the strata. The total no of teachers from each stratum is represented in the below table. Sample is derived using the formula (size of strata = size of total sample/population size\* strata size).

Table 3.2.1

*Stratified sample*

Faculty	No of teacher in Stratum	No of teachers in sample
Natural Science	29	$118/124*29= 27$
Social Science	21	$118/124*21= 20$
Humanities and Arts	38	$118/124*38= 36$
Life sciences	36	$118/124*36= 35$
<b>Total</b>	<b>124</b>	<b>118</b>

The individual results of all the strata add ups to the actual sample size  $27+20+36+35=118$ .

Table 3.3

*Calculated Sample Size and Rate of Return (Returned Responses)*

Variables	Total population	Calculated sample size	Returned Response (Response Rate)
Total Teachers	170		
UOB	50 (29%)	46	44 (95%)
KIU	120 (71%)	72	58 (80%)
Total Calculated sample		118 (69%)	102 (86%)

Table 3.2 shows the calculated sample and rate of returned responses. The response rate of University of Baltistan was 44 (95%) and the response rate of Karakoram International University was 58 (82%). So, the total response rate was 102 (86%).

### **3.6 Tool construction**

Research instrument is an important element for the purpose of collecting data in research process. Researchers use different research instruments e.g., questionnaire, inventory, observations, interviews and checklist etc for the purpose of data collection. Questionnaire and inventory both are the types of survey. Questionnaire is a form containing set of questions which are relatively simple to answer using rating scale or sometimes just true or false. An inventory is list of items, reports, record of characteristics, skills, interest, behavior and attitude. For the collection of data researcher adapted, Teacher Leadership Inventory (TLI) of Dehart and Angella (2011). It has two sections. The first section of the inventory is about the demographics and the second section has the items related to four variables (Appendix B). There are total 46 item and 4 sub variables including, Sharing Expertise, Sharing Leadership has, Supra Practitioner and Principal Selection. The researcher used five Likert scale.



Table 3.4

*Items Included in Sub Variables*

Variable	Sub Variables	Items no
Teacher	Sharing	1,2,3,4,5,6,7,8,9,10,11,
leadership	Expertise	12
Inventory	Sharing	13,14,15,16,17,18,19,2
	Leadership	0,21,22,23,24
	Supra	25,26,27,28,29,30,31,3
	Practitioner	2,33,34,35,36
	Principal	37,38,39,40,41,42,43,4
	Selection	4,45,46
<b>Total Items</b>		<b>46</b>

The table shows that there were 46 items in the research instrument and the variable Sharing Expertise has 12 items, Sharing Leadership has 12 items, Supra Practitioner has 12 items, and Principal Selection has 10 items.

### 3.6.1 Demographic Information

The information about demographic was collected about the gender, university, department, qualification, work experience and age.

### **3.6.2 Coding procedure**

The coding of the Likert scale

1 was used for Strongly Disagree (SD)

2 was used for Disagree (DA)

3 was used for Uncertain (U)

4 was used for Agree (A)

5 was used for Strongly Agree (SA)

### **3.6.3 Validity of Instrument**

Like Reliability, Validity also has its importance in research process. It is the process of checking the relevancy of the instrument with the selected topic and the objectives of the study. Validity enables the researcher to evaluate that if the research tool measures what the researcher intends to measure or not. In this study the adapted scale Teacher Leadership Inventory (TLI) of Dehart and Angella (2011) was used. To check the validity of the instruments 5 worthy expert were consulted (Appendix E). Validators examined the questionnaire in the light of objectives and title of research study and gave their valuable suggestions to make minor changes in the instruments. The validity certificates were signed after incorporating all the suggested changes and amendments (Anex E).

### **3.6.4 Pilot Testing**

Before administering the data for final analysis pilot testing was executed in order to measure the reliability of instrument. The tool was initially disseminated among 53 respondents. From which 50 questionnaires were returned back and included in the pilot

trial. The collected data for this purpose was then scrutinized through SPSS (21ST version).

### 3.6.5 Reliability

There is always a component of error that we call measurement of inaccuracy while conducting research (Mujis, 2011). Reliability therefore is degree to which test result are free of measurement error. It is not possible to get faultless reliability scores , certain procedures escalate the reliability of instrument. The reliability was founded through Cronbach's Alpha coefficient.

### 3.6.6 Cronbach's Alpha Coefficient

The degree of relationship among various items of a measuring paradigm is stated by internal consistency. To indicate how well the items of tools are positively correlated with one another Cronbach's Alpha coefficient is widely used (Sekaran & Bougie, 2010). It is established on the inter-item correlation. If the items are correlated strongly, the alpha value will be closed to 1. On the other hand, if they are not strongly correlated with each other than the value of alpha will be closed to zero. The alpha coefficient of the instrument of this research study is presented in the below table.

Table 3.5

*Alpha Reliability of Teacher Leadership Inventory TLI (n=50)*

<b>Variables</b>	<b>No of items</b>	<b>Cronbach's Alpha</b>
TLI	46	.871

**Sub Variables:**

Sharing Expertise (SE)	12	.756
Sharing Leadership (SL)	12	.716
Supra Practitioners (SP)	12	.779
Principal Selection (PS)	10	.769

This table indicated the Alpha reliability of Teachers' Leadership Inventory. It is manifested from the table that the value of Cronbach's Alpha is .871, which shows a good internal consistency because whenever the value of coefficients is more than .80 is excellent, .70-.80 is good, .70 is acceptable, below .65 is undesirable and below .60 is unacceptable (Devillis, 2016).

Table 3.6

*Item Total Correlation of Teacher Leadership Inventory ((N=46).*

<b>Item No</b>	<b>r</b>	<b>Item No</b>	<b>r</b>
SE1	.663**	SL12	.639**
SE2	.465**	SP1	.555**
SE3	.758**	SP2	.642**
SE4	.638*	SP3	.735**
SE5	.586**	SP4	.725**
SE6	.435**	SP5	.448**
SE7	.725**	SP6	.686**
SE8	.718**	SP7	.710**

SE9	.748**	SP8	.483**
SE10	.506**	SP9	.694**
SE11	.518**	SP10	.454**
SE12	.425**	SP11	.464**
SL1	.659**	SP12	.393**
SL2	.439**	PS1	.694**
SL3	.679**	PS2	.612**
SL4	.508**	PS3	.702**
SL5	.463**	PS4	.594**
SL6	.506**	PS5	.700**
SL7	.437**	PS6	.419**
SL8	.686**	PS7	.669**
SL9	.494**	PS8	.756**
SL10	.497**	PS9	.666**
SL11	.523**	PS10	.704**

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\*Correlation is significant at the point 0.05 level

\*\*Correlation is significant at the point 0.01 level

Table 1.2 illustrate the item-total correlation of Teacher Leadership Inventory (TLI). (.758\*\*) was the highest correlation of item SE1 and (.393\*\*) was the lowest correlation of the item SL7.

### 3.7 Data Collection

The researcher collected data through personal visit. Due to long travelling distance researcher faced problem in accessing the population and collecting data from the research participants.

### 3.8 Data Analysis

Data was analyzed through SPSS (21st) version. For the analysis of demographics histogram and pie charts were used. Cronbach's Alpha was applied to find the reliability of research instrument. Mean analysis, independent sample t-test and AVOVA were used to check the differences in teachers' ,leadership behavior on the basis of demographic variables and to test the null hypotheses.

Table 3.7

#### *Data analysis*

Research Objectives	Hypotheses	Test
Objective:1 To examine teachers' leadership behavior at higher education level		Mean
Objective:2. To determine teachers' leadership behavior among different faculties at higher education level	Ho1. There is no significant difference ANOVA in teachers' leadership behavior different faculties at higher education level.	
Objective:2.1. To examine teachers leadership behavior among different faculties with respect to Sharing Expertise at higher education level.	Ho1.1. There is no significant difference in teachers' leadership behavior among different faculties with respect to Sharing Expertise at higher education level	ANOVA

Objective:2.2. To examine teachers leadership behavior among different faculties with respect to Sharing Leadership at higher education level.	Ho1.2. There is no significant difference in teachers' leadership behavior among different faculties with respect to Sharing Leadership at higher education level	ANOVA
Objective:2.3. To examine teachers leadership behavior among different faculties with respect to Supra Practitioners at higher education level.	Ho1.3. There is no significant difference in teachers' leadership behavior among different faculties with respect to Supra Practitioners at higher education level	ANOVA
Objective:2.4. To examine teachers leadership behavior among different faculties with respect to Principal Selection at higher education level.	Ho1.4. There is no significant difference in teachers' leadership behavior among different faculties with respect to principal selection.	ANOVA
Objective:3.1. To explore the difference in teachers' leadership behavior on the basis of gender.	Ho2.1. There is no significant difference in teachers' behavior based on gender.	t-test i : l i l i ( : l l l ( : ( l : l i l
Objective:3.2. To explore the difference in teachers' leadership behavior on the basis of university.	Ho2.2. There is no significant difference in teachers' leadership behavior based on university.	t-test

Objective:3.3. To explore the difference in teachers' leadership behavior based on department.	Ho2.3. There is no significant difference in teachers' leadership behavior based on department.	ANOVA
Objective:3.4. To identify the difference in teachers' leadership behavior on the basis of qualification.	Ho2.4. There is no significant difference in teachers' leadership behavior based on work qualification.	ANOVA
Objective:3.5. To investigate the difference in teachers' leadership behavior with respect to their work experience.	Ho2.5. There is no significant difference in teachers' leadership behavior based on experience.	ANOVA
Objective:3.6. To investigate the difference in teachers' leadership behavior with reference to their age.	Ho2.6. There is no difference in teachers' behavior based on age.	ANOVA



### 3.9 Demographic Data

This section is consisted of statistics and descriptive data based on the demographic variables. with the descriptive statistics of data based on demographic variables. It also illustrates the frequencies and percentage of the data. In order to make the data easy to comprehend pictures, figures and tables are also included in this section.

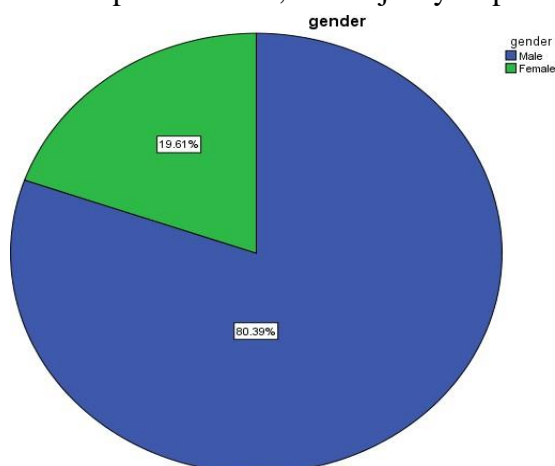
#### 3.10.1 Descriptive statistic of data based on demographic

Table 3.8

*Gender wise distribution of university teachers (n=102)*

S No	Gender	frequency	Percentage
1	Male	82	80.4
2	Female	20	19.6

The table 4.1 showed gender wise dispersal of research participants in which 102 respondents participated. The male respondents were 82 (80.4%) male and 20 (19.6%) were female respondents. So, the majority of participants are male teachers.



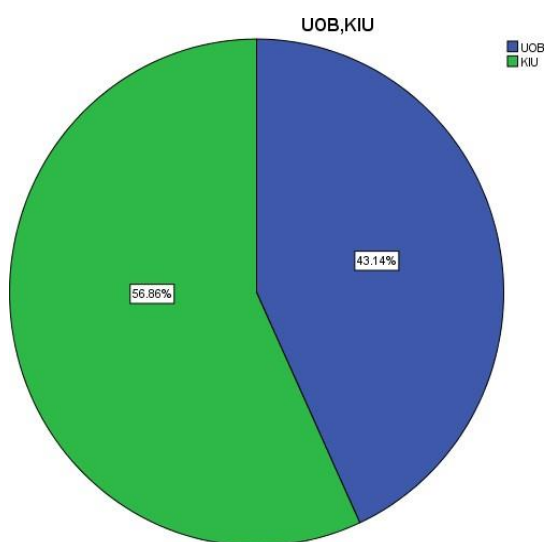
*Figure3.1 Gender wise distribution of university teacher*

Table 3.9

*University wise distribution of university teachers (n=102)*

S No	University	Frequency	Percent
1	UOB	44	43.1
2	KIU	58	56.9

Table 4.2 demonstrates the division of respondents on the basis of their respective universities. 44 (43.1%) teachers from University of Baltistan and 58 (56.9%) from Karakoram International University participated in this research study.



*Figure 3.2 University wise distribution of university teachers*

Table 3.10

*Faculty wise distribution of teachers (n=102)*

S. No	Faculties	Frequency	Percent
1	Natural Science	23	22.5
2	Social Sciences	17	16.7
3	Humanities and Arts	32	31.4
4	Life Sciences	30	29.4

Table 4.3 showed a dispersal of research participants on the basis of their relevant faculties. It anticipated that 23 (22.5%) teachers from faculty of natural science, 17 (16.7%) teachers from faculty of social science, 32 (31.4) teachers from humanities and arts and 30 (29.4%) teachers from life sciences participated in this research study. So, the majority of teachers were from humanities and arts and life science.

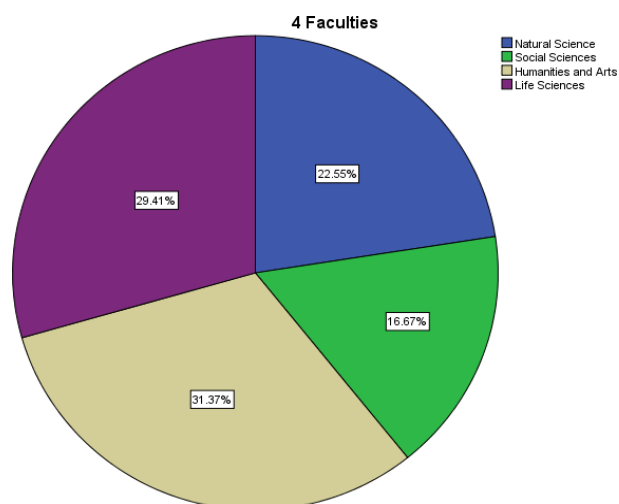
*Figure 3.3 Faculty wise distribution of university teachers*

Table 3.11

*Department wise distribution of university teachers (n=102)*

S No	Departments	Frequency	Percent
1	Computer Science	12	11.8
2	Mathematics	11	10.8
3	Business Management	17	16.7
4	Education	16	15.7
6	English	16	15.7
7	Chemistry	10	9.8
8	Biology	20	19.6

Table 4.4 showed the department wise dispersal of research participants. It shows teachers from department of computer science were 12 (11.8%), teachers from mathematics were 11 (10.8%), teachers from business management were 17 (16.7%), teachers from education were 16 (15.7%), teachers from English were 16 (15.7%), teachers from chemistry were 10 (9.8%) and teachers' rom biology were 20 (19.6%). It means the number of respondents from the department of biology is more as compared to the other departments.

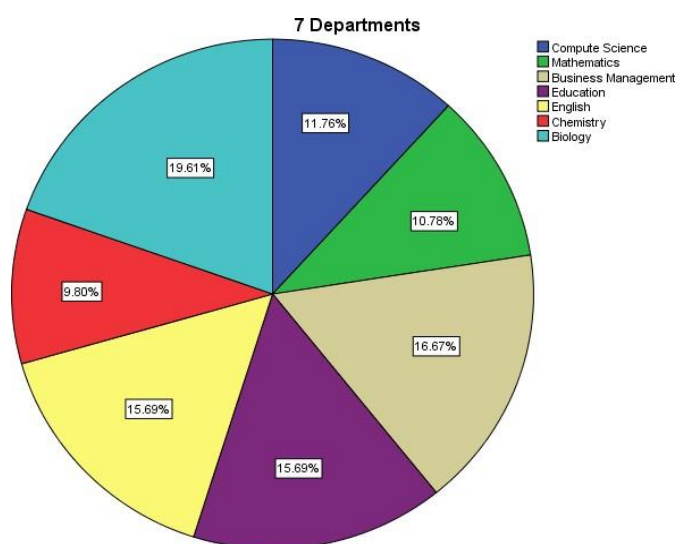


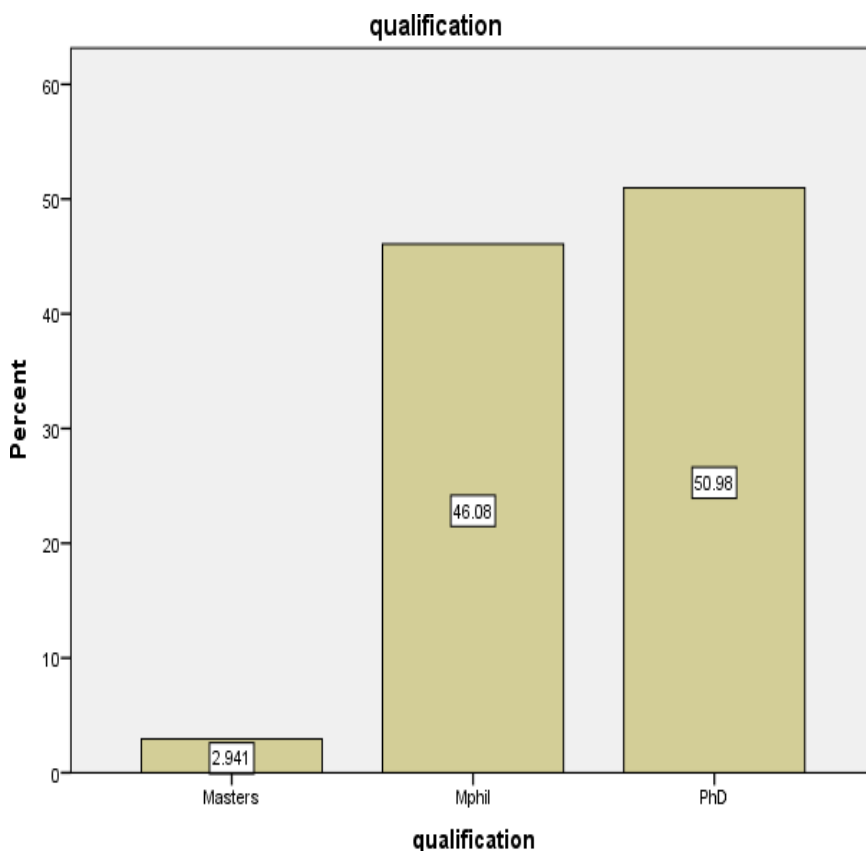
Figure 3.4 Department wise distribution of university teachers

Table 3.12

*Qualification wise distribution university teachers (n=102)*

S.No	Qualification	Frequency	Percent
1	Masters	3	2.9
2	MPhil	47	46.1
3	PhD	52	51.0

Table 4.5 shows the qualification wise distribution of respondents from the sample of 102. In which the teachers with master's degree were only 3 (2.9%), teachers with MPhil degree were 47 (46.1%) and 52 (51.0) were PhDs. So, the majority were PhDs.



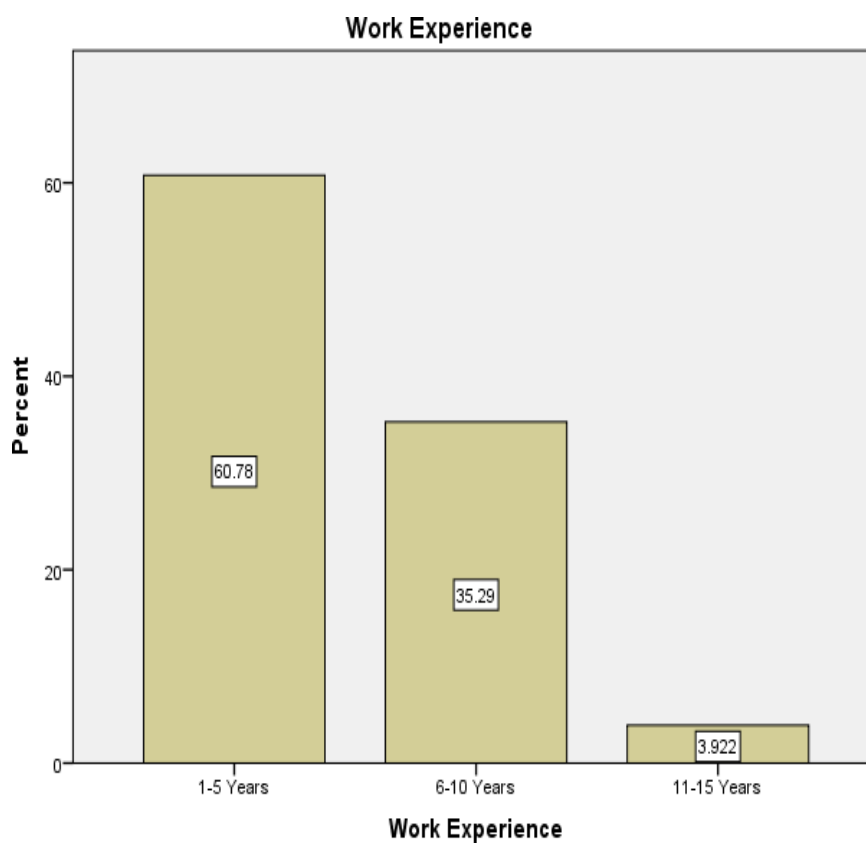
*Figure 3.5 Qualification wise distribution of university teachers*

Table 3.13

*Experience wise distribution of university teachers (n=102)*

S. No	Work Experience	Frequency	Percent
1	1-5 Years	62	60.8
2	6-10 Years	36	35.3
3	11-15 Years	4	3.9

Table 4.6 shows that the experience wise neophyte teachers 1-5 years comprises the largest part of sample 62 (60.8%), while teachers with 6-10 years comprises 36 (35.3%) of the sample. Percentage of teachers having 11-15 years was 4 (3.9%).



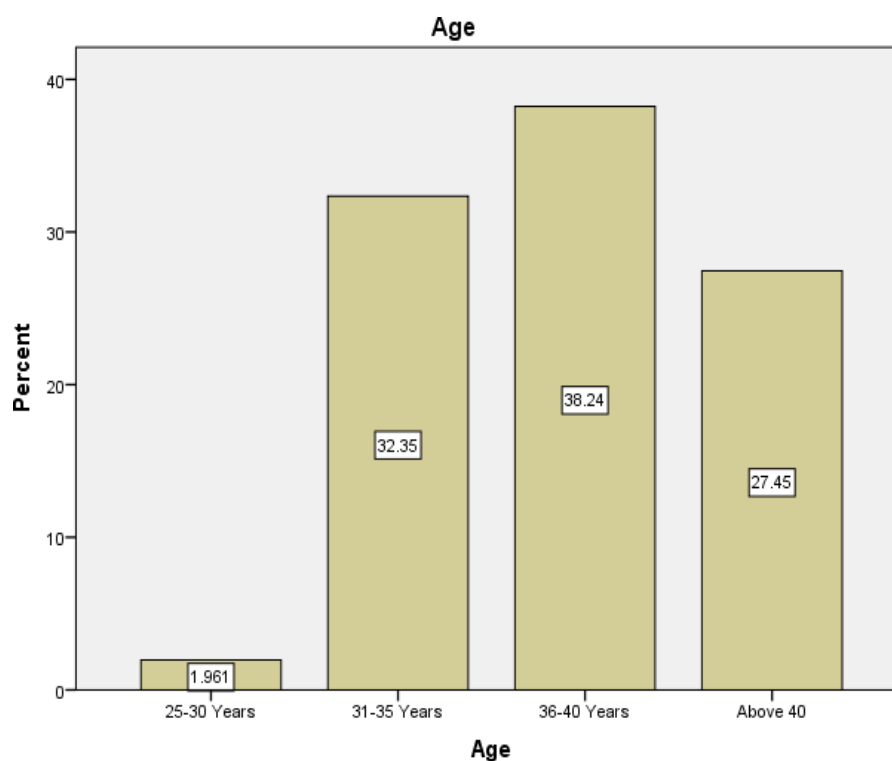
*Figure 3.6 Experience wise distribution of university teachers*

Table 3.14

*Age wise distribution of university teachers(n=102)*

S No	Age	Frequency	Percent
1	25-30 Years	2	2.0
2	31-35 Years	33	32.4
3	36-40 Years	39	38.2
4	Above 40	28	27.5

Table 4.7 illustrates that the majority of teachers 39 (38.2%) teachers fall in the group of 36-40 years while least percentage (2.0%) 2 teachers fall in the category of age. 25-30 years. The percentage of teacher with the age 31-35 is (32.4%) 33 while 28 (27.5%) teachers fall in the category of above 40 years.

*Figure 3.7 Age wise distribution of university teachers.*



### **3.10 Ethical Consideration**

While conducting the research the researcher assured the following ethical considerations.

1. Permission was taken from the author of instrument to adapt the tool for data collection purpose (Appendix C).
2. Proper request letter was attached with the questionnaire in order to get tool validation certificates from the experts (Appendix F-J) .
3. Concern letter was taken from the department of Educational Sciences (NUML) university in order to collect data from the population (Appendix D).
4. Permission was taken from the administration of the concerned universities in order to collect the list of teachers .

## **CHAPTER 4**

### **ANALYSIS AND INTERPRETATION OF DATA**

The respondents' names were not asked, and they were made ensured that the data collected from them will be kept confidential.

The meaningful way of organizing and assembling data that is comprehensible for the reader is called data analysis. This part is considered as the most time consuming but attractive and important part of the research. The presentation of data depends on the art of researcher way of representing data that makes the results. It is mainly the essence of the whole research. The conclusions are drawn from the interpretation of data. The conclusions and findings help to establish a connection between the present and past studies. In simple words interpretation help to draw conclusion and result of the objectives and hypothesis after analyzing and interpreting the collected data. The data is formulated in tabular form to make the interpretation easier.

#### **4.1 Descriptive and Inferential Data**

The inferential data is illustrated in this section. This section mainly contains the interpretation of data. Interpretation of the data is also included in this section. For the collection of data primarily inventory was used which was adapted from the Teacher Leadership Inventory Dr. Dehart and Dr. Angella Appendix.... To enhance the guarantee of tool and to check its validity five experts were referred. A final version of questionnaire was disseminated among the respondents after pilot testing and incorporating all the suggested changes by the validity experts. Data was collected from the 102 teachers of 2 public sector universities of Gilgit Baltistan appendix K And L list of teachers at University of Baltistan and Karakoram International University.

Using appropriate statistical tests, information and data were evaluated. The data is presented in tabular and graphic form.

#### 4.1.1 Descriptive Data

##### Objective 1 “To examine the teachers’ leadership behavior at higher education level”

Table 4.1

*Teachers’ Leadership Behavior at Higher Education Level (n=102)*

S. No	Teachers	Means	Remarks
	Leadership		
1	Sharing	3.962	Agree
	Expertise		
2	Sharing	4.203	Agree
	Leadership		
3	Supra	3.089	Neutral
	Practitioners		
4	Principal	3.738	Agree
	Selection		
	Overall	3.748	Agree

Table 4.1 shows the overall teachers leadership behavior and its four dimensions. Five point Likert scale was used to measure the leadership behavior of teachers. These were strongly disagreed (1), disagree (2), uncertain (3), agree (4) and

strongly agree (5). The results showed that overall teachers had good leadership behavior at higher education level. In dimensions' wise comparison results of mean value indicated that teachers showed a strong behavior with respect to sharing leadership (4.083) and lower in supra practitioner (3.089).

#### 4.1.2 Inferential Data

##### **Objective 2 “To determine teachers’ leadership behavior among different faculties at higher education level.**

Ho1 “There is no significant difference in teachers’ leadership behavior among different faculties at higher education level”.

Table 4.2

*Teachers’ leadership behavior among different faculties at higher education level (n=102)*

Faculty	N	Mean	F	df	Sig.
Natural Science	23	43.39	1.579	98	.199
Social Sciences	17	44.12			
Humanities and Arts	32	42.72			
Life Sciences	30	42.47			

The finding of table divulged, there was no significant difference in teachers leadership behavior on the basis of faculty. The F (1.579) value was not statistically significant at  $p=0.05$ . From this it may be assumed that the Ho1 “There is no significant difference in teachers’ leadership behavior based on faculty.” is accepted and which

means there is no statistically significant difference in teachers' leadership behavior with respect to their faculty. The mean scores of all the faculties are same and closer to each other which is evident that there is no significant difference in teachers' leadership based on faculty.

**Objective 2.1 “To examine teacher’s leadership behavior among different faculties with respect to Sharing Expertise at higher education level”.**

Ho1.1 “There is no significant difference in teachers' leadership behavior among different faculties with respect to Sharing Expertise at higher education level.”

Table 4.3

*Teachers' leadership behavior with respect to Sharing Expertise (n=102)*

Variable	Faculty	N	Mean	F	df	Sig.
Sharing Expertise	Humanities and Arts	32	47.13	2.151	98	.099
	Natural Science	23	48.04			
	Social Sciences	17	48.88			
	Life Sciences	30	46.87			

Table 4.3 depicts, there is a no significant difference in teachers' leadership among different faculties with respect to Sharing expertise at higher level. As the F value is not statistically significant at 0.05 level of significant. Hence, the hypothesis 1.1 “There is no significant difference in teachers' leadership behavior among different faculties with respect to Sharing Expertise at higher education level” is accepted.

**Objective 2.2: To examine teachers' leadership behavior among different faculties with respect to Sharing Leadership at higher education level.**

Ho1.2 “There is no significant difference in teachers’ leadership behavior among different faculties with respect to Sharing Leadership at higher education level”

Table 4.4 (a)

*Teachers’ leadership behavior with respect to Sharing Leadership (n=102)*

Variable	Faculty	N	Mean	F	df	Sig.
Sharing Leadership	Humanities and Arts	32	52.17	15.349	98	.000
	Natural Science	23	52.18			
	Social Sciences	17	50.59			
	Life Sciences	30	47.97			

Table 4.4 (a) demonstrate that there is a significant difference in teachers leadership behavior among different faculties with respect to Sharing Leadership at higher education level as the F value is significant at 0.05 level of significance. So, the hypothesis1.2 “There is no significant difference in teachers’ leadership behavior among different faculties with respect to Sharing Leadership at higher education level” is rejected.

Table 4.4 (b)

*Sharing Leadership (Post Hoc Test)*

Faculty	Faculty	Sig.
Natural Science	Social Sciences	1.000
	Humanities and Arts	.118
	Life Sciences	.000
Social Sciences	Natural Science	1.000
	Humanities and Arts	.177
	Life Sciences	.000

Humanities and Arts	Natural Science	.118
	Social Sciences	.177
	Life Sciences	.001
Life Sciences	Natural Science	.000
	Social Sciences	.000
	Humanities and Arts	.001

Table 4.4 (b) shows that faculty of Life Sciences is statistically significant with Natural science ( $p=.000$ ), Social Sciences ( $p=.000$ ), and Humanities and Arts ( $p=.001$ ).

Objective 2.3 “To examine teachers’ leadership behavior among different faculties with respect to Supra Practitioners at higher education level”.

Ho1.3 “There is no significant difference in teachers’ leadership behavior among different faculties with respect to Supra Practitioners at higher education level.

Table 4.5

*Teachers’ leadership behavior with respect to Supra Practitioner (n=102)*

Variable	Faculty	N	Mean	F	df	Sig.
Supra Practitioners	Humanities and Arts	32	36.96	.965	98	.412
	Natural Science	23	36.12			
	Social Sciences	17	37.81			
	Life Sciences	30	36.90			

Table 4.5 revealed that there is no significant difference in teachers' leadership behavior among different faculties with respect to Supra Practitioners at higher education level. It shows all the faculties have the same behavior with respect to Supra Practitioners. So, the hypothesis1.3 "There is no significant difference in teachers' leadership behavior among different faculties with respect to Supra Practitioners at higher education level" is accepted.

**Objective 2.4 "To examine teachers' leadership behavior among different faculties with respect to Principal Selection at higher education level"**

Ho1.4 "There is no significant difference in teachers' leadership behavior among different faculties with respect to Principal Selection at higher education level".



Table 4.6 (a)

*Teachers' leadership behavior with respect to Principal Selection (n=102)*

Variable	Faculty	N	Mean	F	df	Sig.
Principal Selection	Humanities and Arts	32	38.22	4.071	98	.009
	Natural Science	23	37.94			
	Social Sciences	17	37.41			
	Life Sciences	30	36.40			

Table 4.6 (a) shows that there is a significant difference in teachers' leadership among different faculties with respect to principal selection. Which means the teachers' behavior regarding the dimension Principal Selection is different. Teachers from the faculty of social sciences were better in mean score (37.41). Thus, the hypothesis 1.4 "There is no significant difference in teachers' leadership behavior among different faculties with respect to Principal Selection at higher education level. is rejected".

Table 4.6(b)

*Principal Selection (Post Hoc Test)*

Faculty	Faculty	Sig.
Natural Science	Social Sciences	.974
	Humanities and Arts	.464
	Life Sciences	.009
Social Sciences	Natural Science	.974
	Humanities and Arts	.816
	Life Sciences	.066
Humanities and Arts	Natural Science	.464
	Social Sciences	.816
	Life Sciences	.214
Life Sciences	Natural Science	.009
	Social Sciences	.066
	Humanities and Arts	.214

Which group is different is shown in multiple comparison. From the analysis it is revealed that statistically no significant difference found in leadership behavior of teacher from Natural Sciences and Social Sciences ( $p = .974$ ), Natural Sciences and Humanities and Arts ( $p = 4.64$ ). while a significant difference was found in the leadership behavior of teachers of Natural Sciences and Life Sciences ( $p = .009$ ). to compare the mean score, it is founded that the teachers of faculty of humanities and Arts is higher . hence the  $H_0$  is rejected.

**Objective 3 “To explore the difference in teachers’ leadership behavior based on demographic variables”.**

Objective 3.1 “To examine gender base difference in teachers’ leadership behavior.”

Ho2.1 “There is no significant difference in teachers’ leadership behavior on the basis of their gender”

Table 4.7

*Difference in teachers’ leadership behavior with reference to gender (n=102)*

Gender	N	Mean	<i>t</i>	<i>df</i>	Sig.
Male	82	43.22	1.468	100	.413
Female	20	42.25			

It can be determined from the table 4.7 that the *t* (1.468) value is statistically not significant at  $p=0.05$ . Which shows that the hypothesis2.1 “There is no significant difference in teachers’ leadership behavior on the basis of their gender” is accepted. We can say that there is no significant difference in teachers’ leadership behavior based on gender. As it is also evident from their mean scores that are close enough.

**Objective 3.2 “To examine difference in teachers’ leadership behavior with respect to university”.**

Ho2.2 “There is no significant difference in teachers’ leadership behavior with respect to their university”

Table 4.8

*Difference in teachers’ leadership behavior with reference to university(n=102)*

University	N	Mean	t	df	Sig.
UOB	44	42.95	.242	100	.314
KIU	58	43.09			

Statistics from the table illustrate the t (.2412) value is not statistically significant at 0.05 level of significance. From this it can be deduced that the hypothesis 2.2 “There is no significant difference in teachers’ leadership behavior with respect to their university” is accepted and we can say there is no significant difference in teachers’ leadership behavior with reference to their university. The mean scores of both the universities are close to each which is also an evident to accept the hypothesis.

**Objective 3.3 “To examine difference in teachers’ leadership behavior on the basis of department.**

Ho2.3 “There is no significant difference in teachers’ leadership behavior based on department”. Table 4.9 (a)

*Difference in teachers’ leadership behavior with reference to department (n=102)*

Department	N	Mean	F	df	Sig.
Compute	12	42.67	5.462	95	.000
Science					
Mathematics	11	44.18			
Business					
Management	17	44.12			
Education	16	44.88			
English	16	40.56			
Chemistry	10	42.20			
Biology	20	42.60			

Table 4.9 (a) illustrate that there is a significant difference in teachers regarding their leadership behavior with respect to their department. The value of F (5.462) is statistically significant at 0.05. Which divulged, the hypothesis2.3 “There is no significant difference in teachers’ leadership behavior based on department”. is rejected or we can say, there is a significant difference in teachers’ leadership behavior on the basis of their respective departments. The mean score of Education is higher as

compared to other departments. It means teachers from the department of education are reflecting more leadership behavior as compared to other teachers.

Table 4.9 (b)

*Department wise differences (Post Hoc Test)*

Department	Department	Sig.
Computer Science	Business Management	.706
	Mathematics	.759
	Education	.233
	English	.286
	Chemistry	.999
	Biology	1.000
Mathematics	Business Management	1.000
	Compute Science	.759
	Education	.991
	English	.005
	Chemistry	.524
	Biology	.610
Business Management	Compute Science	.706
	Mathematics	1.000
	Education	.974
	English	.001
	Chemistry	.451

	Biology	.506
Education	Business Management	.974
	Compute Science	.233
	Mathematics	.991
	English	.000
	Chemistry	.111
	Biology	.096
English	Business Management	.001
	Compute Science	.286
	Mathematics	.005
	Education	.000

	Chemistry	.651
	Biology	.183
Chemistry	Business Management	.451
	Compute Science	.999
	Mathematics	.524
	Education	.111
	English	.651
	Biology	1.000
Biology	Business Management	.506
	Compute Science	1.000
	Mathematics	.610
	Education	.096
	English	.183
	Chemistry	1.000

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Table 4.9 (b) shows no statistically significant Computer Science with the department of Business Management ( $p = .706$ ), Mathematics ( $p = .759$ ), Education ( $p = .233$ ), English ( $p = .286$ ) and Biology ( $p = .096$ ). However, a statistically significant difference found in leadership behavior of teacher between the department of English and department of Mathematics ( $p = 0.005$ ), English and Business Management ( $p = 0.001$ ) and Education ( $p = .000$ ) and English ( $p = .000$ ). Hence the  $H_0$ 2.3 is rejected.



**Objective 3.4 “To examine qualification based difference in teachers’ leadership behavior”.**

Ho2.4 “There is no significant difference in teachers’ leadership behavior based on qualification”.

Table 4.10 (a)

*Difference in teachers’ leadership behavior based qualification: (n=102)*

Qualification	N	Mean	F	df	Sig.
Masters	3	38.67	22.738	99	.000
MPhil	47	41.72			
PhD	52	44.46			

Table 4.10 (a) shows a significant difference among Masters, MPhil and PhD teachers regarding their leadership behavior. The value of F (22.738) is statistically significant at 0.05 level of significance. It can be assumed that the hypothesis 2.4 “There is no significant difference in teachers’ leadership behavior based on qualification”. is rejected or we can say there is a significant difference in teachers’ leadership behavior based on their qualification. The mean score of PhD is relatively higher than MPhil and Masters. It means PhD teachers are reflecting more leadership behavior than other teachers.

Table 4.10 (b)

*Qualification based difference (Post Hoc Test)*

Qualification	Qualification	Sig.
MPhil	Masters	.073
	PhD	.000
Masters	MPhil	.073
	PhD	.000
PhD	Masters	.000
	MPhil	.000

Table 4.10 (b) shows no statistically significant difference in leadership behavior of teacher between the teachers with master's degree and MPhil ( $p = .073$ ). However, a statistically significant difference found in leadership behavior of teacher between the MPhil and PhD teacher ( $p = 0.000$ ), and PhD and Masters teachers ( $p = .000$ ). Hence the  $H_0$  is rejected.

**Objective 3.5 “To examine difference teachers’ leadership behavior on the basis of work experience.**

Ho2.5 “There is no significant difference in teachers’ leadership behavior based on work experience”

Table 4.11 (a)

*Difference in teachers’ leadership behavior in relation to work experience: (n=102)*

Experience	N	Mean	F	df	Sig.
1-5 Years	62	42.27	6.922	99	.002
6-10 Years	36	44.08			
11-15 Years	4	45.25			

Findings revealed that the value of F (6.922) is statistically significant at 0.05 level of significance. From which it can be assumed that our null hypothesis2.5 “There is no significant difference in teachers’ leadership behavior based on work experience”. is rejected which means there is a significant difference in teachers’ leadership behavior with respect to their work experience.

Table 4.11 (b)

*Experience based difference (Post Hoc Test)*

Work Experience	Work Experience	Sig.
1-5 Years	6-10 Years	.004
	11-15 Years	.076
6-10 Years	1-5 Years	.004
	11-15 Years	.676
11-15 Years	1-5 Years	.076
	6-10 Years	.676

Table 4.11 (b) indicates that no significant difference is found between the teacher of group of 1-5 years and 11-15 years of experience ( $p = .076$ ) and 1-5 years and 11-15 years of experience ( $p = .676$ ), but a statistically significant difference is found difference between the group 1-5 years and 6-10 years is ( $p = .004$ ) which is less than 0.05 level of significance. So, the  $H_{02.4}$  is rejected.

**Objective 3.6 “To examine the difference in teachers’ leadership behavior on the basis of age”.**

Ho2.6 “There is no significant difference in teachers’ leadership behavior based on qualification” Table 4.12 (a)

*Difference in teachers’ leadership behavior corresponding to age: (n=102)*

Age	N	Mean	F	df	Sig.
25-30 Years	2	43.00	5.767	98	.001
31-35 Years	33	41.52			
36-40 Years	39	43.59			
Above 40	28	44.04			

The One-way ANOVA results as disclosed by Table 4.12 (a) indicated F value (5.767) is statistically significant at .001 which indicates that there is a statistically significant difference in teachers’ leadership behavior on the basis of their age. So, the hypothesis 2.6 “There is no significant difference in teachers’ leadership behavior based on qualification” is rejected.

Table 4.12 (b)

*Age wise differences (Post Hoc Test)*

Age	Age	Sig.
25-30 Years	31-35 Years	.860
	36-40 Years	.989
	Above 40	.947
31-35 Years	25-30 Years	.860
	36-40 Years	.006
	Above 40	.001
36-40 Years	25-30 Years	.989
	31-35 Years	.006
	Above 40	.899
Above 40	25-30 Years	.947
	31-35 Years	.001
	36-40 Years	.899

The Multiple comparison of teacher leadership behavior that there is no statistically significant difference between the teachers with age group 25-30 years and 31-35 years ( $p = .860$ ), 25-30 years and 36-40 years, 25-30 years and above 40 years but a statistically significant is found in group age 31-35 Years and 36-40 Years ( $p = .006$ ) and above 40 and 31-35 years ( $p = .001$ ) which is less than 0.05 level of significance. So, the  $H_0$  is rejected.

### 4.1.3 Summary of Results

On the basis of objective number 2, 5 hypotheses and on the basis of objective 3, 6 hypotheses were developed. The summary of the results is given as under:

Table 4.13

#### *Summary of hypotheses results*

<b>Sr . No</b>	<b>Null Hypothesis</b>	<b>Results</b>
Ho1	There is no significant difference in teachers' leadership behavior among different faculties at higher education level.	<b>Accepted</b>
Ho1.1	There is no significant difference in teachers' leadership behavior among different faculties with respect to Sharing Expertise at higher education level.	<b>Rejected</b>
Ho1.2	There is no significant difference in teachers' leadership behavior among different faculties with respect to Sharing Leadership at higher education level.	<b>Accepted</b>
Ho1.3	There is no significant difference in teachers' leadership behavior among different faculties with respect to Supra Practitioners at higher education level	<b>Rejected</b>
Ho1.4	There is no significant difference in teachers' leadership behavior among different faculties with respect to Principal Selection at higher education level.	<b>Accepted</b>
Ho2.1	There is no significant difference in teachers' leadership behavior based on gender.	<b>Accepted</b>
Ho2.2	There is no significant difference in teachers' leadership behavior based on university.	<b>Accepted</b>
Ho2.3	There is no significant difference in teachers' leadership behavior based on department.	<b>Rejected</b>

Ho2.4	There is no significant difference in teachers' leadership behavior based on qualification.	<b>Rejected</b>
Ho2.5	There is no significant difference in teachers' leadership behavior based on experience.	<b>Rejected</b>
Ho2.6	There is no significant difference in teachers' leadership behavior based on experience.	<b>Rejected</b>

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## CHAPTER 5

### SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

The existing study intended to analyze teachers' leadership behavior among different faculties at higher education level. The main objectives of this study were to examine the teachers' leadership behavior at higher education level, determine teacher leadership among different faculties and to explore the differences in teacher's leadership behavior based on demographic variables (gender, university, department, qualification and work experience and age). Based on objective 2 seven hypotheses were formulated.

Data was collected through stratified random sampling technique. Data was collected through the adapted version of Teachers Leadership Inventory (TLI) developed by Dr. Dehart and Dr. Angella. Permission was sought from the researchers through email which was granted. The tool was validated by three internal and two external experts. The tool demonstrated Cronbach's alpha reliability .871 which was in acceptable range. Data was collected from the two universities of Gilgit Baltistan. The study was delimited to only the universities of Gilgit Baltistan. It was further delimited to four faculties and seven departments. Data was collected from the teachers of selected departments. The collected data was analyzed using SPSS using mean (for objective 1), t-test and ANOVA (for objective 2).

## **5.2 Findings**

The major findings of the study are:

### **5.2.1 Objective No. 1**

To examine the teachers' leadership behavior at higher education level.

What is the level teachers' leadership behavior at higher education level?

The overall mean score of teachers' leadership behavior and its four constructs were analyzed through mean test . The table showed that the overall mean score of teachers' leadership behavior was 3.75 which showed that teachers agreed that they have good leadership behavior at higher education level.

It is evident from the data that most of the teachers strongly agreed with the construct Sharing Leadership as the mean score 4.203 of this construct was high. The mean score of construct Sharing Expertise was 3.96 which means most of the teachers agreed with construct. The mean score result of Principal Selection is 3.738 which shows teachers agreed with construct as well. The mean score result of the construct Supra Practitioner was 3.08 which means the majority of teachers were uncertain or disagreed with this construct.

### **5.2.2 Objective No 2**

To determine teachers' leadership among different faculties at higher education level.

Data illustrated that there was no significant difference in teachers' leadership behavior among different faculties at higher education level. The value of ( $F=1.579$ ,  $p=.199$ ) that was not statistically significant at  $p=0.05$  level of significance. The means of all the faculties were also closer to each other.

Result showed that the ( $F=2.151$ ,  $p=.099$ ) which was statistically not significant at  $p=0.05$  level of significance and mean score of all the faculties were also closer which indicated that there was no significant difference in teachers' leadership behavior regarding to sharing expertise.

There was a statistically significant difference in teachers' leadership behavior with respect to sharing leadership. The ( $F=15.349$ ,  $p=.000$ ) was statistically significant at  $p=0.05$ . The mean score of faculty of humanities and arts was highest ( $M=52.17$ ) and the mean score of faculty of life sciences was lowest ( $M=47.97$ ).

Findings showed that the ( $F=.965$ ,  $p=.412$ ) was not statistically significant at  $p=0.05$  level of significance which means there was no significant difference in teachers' leadership behavior with respect to supra practitioner.

Table 4.6 illustrated that ( $F=4.071$ ,  $p=0.009$ ) was statistically significant at  $p=0.05$  level of significance. Hence a significant difference was found in teachers' leadership behavior with respect to principal selection. The faculty of social sciences was better in mean score ( $M=37.41$ ).

### **5.2.3 Objective No 3**

To explore the differences in teachers' leadership behavior based on demographic variables

(Gender, university, department, qualification and work experience and age) at higher education level.

On the basis of this objective 7 hypotheses were formulated

Table 4.7 illustrated no significance difference in teachers' leadership behavior with reference gender. The value of ( $t=1.468$ ,  $p=.413$ ) that was not significant at  $p=0.05$

level of significance. The mean scores of male respondents were ( $M=43.22$ ) and the mean score of female respondent was ( $M=42.25$ ).

Table no 4.8 showed the mean scores of University of Baltistan ( $M=42.95$ ) and Karakorum International University ( $M= 43.09$ ). The t value ( $t= .242$ ) was not significant at  $p= 0.05$  level of significance. Hence, there was no significant difference in teachers' leadership behavior on the basis of university.

A significant difference was found in teachers' leadership behavior on the basis of department as the ( $F\text{-value}= 5.462$  and  $p\text{-value}=000$ ) that was significant at  $p= 0.05$ . Table no 4.9. showed department of education was having the highest means score ( $M=44.88$ ) and the department of English was having the lowest mean score ( $M= 40.56$ ).

Table 4.10 illustrated the value of ( $F= 22.738$  and the value of  $p= .000$ ) which was significant at  $p=0.05$  level of significance. Thus, a significant difference was found in teachers leadership behavior on the basis of qualification. The means of (PhD= 44.46) was highest and the means of master's was the lowest ( $M= 38.67$ ).

It is evident from table 4.11 that the value of ( $F= 6.922$  and  $p= .002$ ) was statistically significant at  $p=0.05$  level of significance. Which demonstrated that there was a significant difference in teachers' leadership behavior on the basis of work experience. Teachers with 11-15 years of work experience had the highest mean score value ( $M= 45.25$ ) and teachers with 1-5 years of experience had the lowest mean score ( $M= 42.27$ ).

Table no 4.12 showed the value of ( $F= 5.767$  and  $p= .001$ ) which was statistically significant at  $p=0.05$ . Hence, a significant difference was found in teachers' leadership behavior on the basis of age. Teachers with the age group above 40 had the highest

mean value (M= 44.04) and teachers with age 31-36 had the lowest mean score (M= 41.52).

### **5.3 Discussion**

The first main objective of the study focused on examining the teachers' leadership behavior at higher education level. A significant difference was found in teachers' leadership behavior with respect to the four dimensions of teachers' leadership. Sharing Leadership has the highest mean score and Supra practitioners have the lowest mean score value. This is supported by (Angella and Dehart, 2011) where they found a statistical difference for Sharing Expertise, Sharing Leadership and Supra Practitioners. They found relatively higher means of Sharing Expertise and Sharing Leadership as compared to Supra Practitioners. This finding is contradictory to the findings of (Lee, 2013) who found no statistically significant difference in teachers' perception about these four dimensions.

The second major objective of the current study was to explore the differences in teachers' leadership behavior based on demographic variables (Gender, university, faculty, department, qualification and work experience and age) at higher education level.

No significant difference in teachers' leadership behavior was found on the basis of gender as there is no difference found in the mean values of male and female this finding is supported by

(Burns & Martin, 2010) that regardless of the gender the leadership of teachers should simply be considered effective. Positive and effective leadership does not depend on the gender of the leader rather it remains positive and effective when the leaders

demonstrate trust among members, give respect to their colleagues, express encouragement and compliment on a well done task.

While numerous research has discussed a number of differences in male and female leadership (Raccah & Ayalon, 2002) claimed that women are deprived in term of leadership and administrative position because they are women, an underprivileged group, when women and man compete for the same position men have an advantage even in a female dominant profession like teaching. Our findings also contradict (Wright and Baxter 2000) study that women face more difficulty in entering the position of more authority, influence and promotion in Arab as compared to men which continues them to be excluded from the high ranking positions and leadership.

This finding is more contradictory to (Hussain, Saghir & Batool, 2018). It was found that male were practicing more leadership activities than female at secondary school (Hussain, Ahmad & Batool, 2018). The male leaders are considered to be more competent as compared to female leaders in universities and other organizations. So, the male leaders get more possible reasons and opportunities for appointing to the top leadership position in Pakistan (Aziz, Kalsoom, Quraishi & Hasan 2017).

It was determined in the findings, there is a significant difference in teachers' leadership behavior with reference to experience teachers with 11-15 years of experience showed the highest mean score ( $M= 45.25$ ) this is supported by (Gulbahar, 2017) that teachers' perception about teachers' leadership exhibit a significant difference with professional seniority as the teachers become senior, they become more experienced. Hence teachers having more experience exhibit better leadership behavior as compared to inexperienced teachers. In contradictory to this finding (Khan, 2007 & Khalid, Kalsoom & Aziz, 2019) claimed leadership is not a huge responsibility that is only for those who

are extraordinary in their profession rather it can be learn it and perform as a leader. Their findings revealed that leaders having less experience, less than 14 years surprisingly showed better leadership than experienced and the highly experienced show less leadership as compared to the inexperienced respondents.

A significant difference was found in teachers' leadership behavior on the basis of qualification the teachers with PhD degree have the highest mean value which means the qualified teachers have better leadership behavior it is supported by (Khan, 2007) that a good leader is one who possess better professional qualification. In contradict to this finding (Hussain, Saghir & Batool, 2018) research findings revealed, no difference occurs in teachers' insight about leadership with respect to qualification.

A significant difference was found in teachers' leadership behavior on the basis of age this finding is supported by (Gulbahar, 2017) that teachers, perception of teachers' leadership increases with an increase in age. The more aged and experienced teachers spend more time and effort for the leadership responsibilities and professional improvement Teachers in age group 36-40 and 41-45 give more time in leadership activities such as professional improvement and institutional development. (Tziner & Shkoler, 2018) also observed a clear higher leadership in the teachers who were senior in age than those who are younger age group. In contradictory to this finding (Nsubuga, 2009 & Sawati, Anwar & Majoka 2013) found that there is no significant difference in leadership of leaders in school with respect to their age.

## **5.4 Conclusion**

It is concluded from the findings of objective1 that the university teachers tend to have teachers' leadership behavior at higher education level. Among four dimensions of teachers' leadership the respondent, are willing to share leadership and accept the

changes and challenges (Sharing Leadership). Based on the dimension Sharing Expertise teachers are willing to collaborate with their colleagues sharing professional and pedagogical knowledge. As teacher leaders they believe that their heads and administration provide chances for the teachers to get involve in leadership practices and activities (Principal Selection). The respondents are uncertain about the dimension Supra Practitioners which shows that they were not willing to accept the additional responsibilities beyond their prescribed role.

The teachers from the four different faculties show same leadership behavior at higher education level which means teachers leadership behavior does not vary on the basis of faculty, teachers from all the selected faculties agreed to the dimension sharing expertise. No statistically significant difference was found in the mean scores which means teachers were willing to share their pedagogical and academic knowledge with their colleagues through collective activities. Teacher from the faculty of humanities and arts, social sciences and natural sciences show stronger sense of sharing their task, accepting the responsibilities , changes and challenges within the organization. Regarding the dimension principal selection, the teachers from faculty of humanities and arts believe that they are given with the opportunities to get participation in leadership and decision making activities from their head and administration. The faculty of life sciences believe that they do not get opportunities to get involve in leadership activities and decision making processes.

On the basis of objective 3 it concluded that teachers' leadership.

Regarding demographic variable, it is observed that teachers' leadership behavior doesn't vary with the age both the male and female teachers show same leadership behavior at higher education level. Teachers from both the universities share common



view about teachers' leadership behavior at higher education level as no difference is found in the mean scores of the respective universities. Teachers from the department of Education are having better teachers' leadership behavior as they score high mean and the teachers from department of English are having lower teachers' leadership behavior as they score lowest mean as compared to other departments. The highly qualified teachers show better leadership as teachers having PhD degree show a high leadership behavior and the mean score is high and teachers with master's degree showed lowest leadership behavior as compared to other teachers. Teachers having work experience of 11-15 years show high leadership behavior as the mean score was high and teachers with experience from 1-5 years' experience show the lowest leadership behavior. Which means the experienced teachers showed better leadership as compared to in-experienced educators. With respect to age, 31-35 Years of age group show lowest leadership. Which revealed that the aged teachers possess stronger sense of leadership as compared to the younger teachers.

### **5.5 Recommendations for stakeholders**

1. It is recommended that the head of department and other higher authorities may give incentives, encouragement, appreciation and recognition for the teachers who take leadership responsibilities in order to motivate the teachers to accept the role and responsibilities beyond their prescribed role.
2. Department, having stronger sense of leadership may be given recognition and appreciation in order to motivate the other teachers to improve their leadership behavior.
3. University may take notice to address the concern of those teachers who believed that they don't get chance to participate in leadership and decision making activities.

4. Both the universities may work in collaboration with each other in order to foster better leadership behavior among teachers.
5. Universities may develop teacher communities where experienced, qualified and senior teachers may work as a team with the novice teachers in order to improve their leadership behavior.
6. Administration may provide professional development training for the new teachers in order to strengthen their leadership behavior.

### **5.6 Recommendations for future researchers**

1. This research aimed to analyze the leadership behavior of teachers at higher education level. In future research may also be conducted at college and school level.
2. The population of this study is only the university teachers of Gilgit Baltistan. In future research may be conducted on comparing leadership behavior of university teachers of Gilgit Baltistan with any other city.
3. It is suggested that researcher may also explore the reasons that hinder or promote teachers' leadership behavior in any educational sector.
4. Further research may be conducted on exploring the effect of teachers' leadership behavior with other variables like teachers' job satisfaction, students' achievement and organizational reforms etc.
5. This study is a quantitative study, in order to strengthen the study future researcher may blend both the quantitative and qualitative approach. Observations, interviews and questionnaire may use to get detail data.
6. Rather than teachers' self-perception data may also be collected from multiple resources. Observations, interviews and open ended questionnaire and may enable the future researchers to get more detail and tangible answers.

## 5.6 Limitation of the study

1. The participants' willingness to complete the survey and answer honestly based on their understandings of their experiences limited this study.
2. Due to long travelling distance the researcher faced difficulty to access all the population.
3. The study was limited to survey questionnaire that cannot fully capture the real response of respondents; therefore, interview may also be conducted in future research.
4. The researcher collected data from the teachers only, students and heads could also be involved in the survey.
5. Limitations to survey research include a difficulty in communicating a more in-depth understanding of processes and contextual differences through questionnaires. Gathering information on respondent self-reporting behaviors can be problematic, as self-reporting is not as reliable as observational reporting.

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## APPENDICES

## Appendix A



NATIONAL UNIVERSITY OF MODERN LANGUAGES  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF EDUCATION

M.L.1-3/Edu/2021

Dated: 02-07-2021

To: Haleema Batool,  
1780/M.phil/Edu/F-19

Subject: **APPROVAL OF M.PHIL THESIS TOPIC, AND SUPERVISOR**

1. Reference to Letter No, M.L.1-3/Edu/2021/, dated 16-02-2021, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 11 February 2021 & Board of Advanced Studies and Research dated 02-06-2021

a. **Supervisor's Name & Designation**

Dr. Farkhanda Tabassum,  
Assistant Professor,  
Department of Education NUML, Islamabad.

b. **Topic of Thesis**

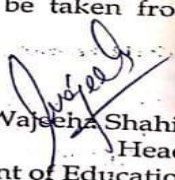
**Analysis of Teachers' Leadership Behaviour Among Different Faculties at Higher Education Level**

2. You may carry out research on the given topic under the guidance of your Supervisor and Submitted the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within described period by **31<sup>st</sup> July 2022** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD Thesis is to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis is to be prepared strictly on NUML's format that can be taken from Coordinator, Department of Education

Telephone No: 051-9265100-110 Ext: 2090  
E-mail: hod-edu@numl.edu.pk

  
Dr. Wajeeha Shahid  
Head,  
Department of Education

CC:

Dr. Farkhanda Tabassum

Haleema Batool

## Appendix B

**QUESTIONNAIRE****Demographic :**

Please tick any one of the following options.

<b>1</b>	Gender	Male 1		Female 2				
<b>2</b>	Faculty	Natural Sciences	Social sciences		Humanities and Arts	Life Sciences		
<b>3</b>	University	UOB			KIU			
<b>4</b>	Departme nt.	Science Computer	Mathemat ics	Business Managem ent	Education	English	Chemistry	Biology
<b>5</b>	Qualificatio n	Master		M.Phil.	PhD		Other	
<b>6</b>	Work experience	1-5 years		6-10 years	11-15 years		More	
<b>7</b>	Age	25-30 years		31-35 years	36-40years		Above 40	

### Teacher Leadership Inventory (TLI) :

Please tick any one of the following options for each statement.

5= Strongly Agree      4= Agree      3= Uncertain

2= Disagree      1= Strongly Disagree

**Teacher leadership:** It is the ability of teachers to work together in order to attain the institutional goals and objectives. Teachers' leadership behavior includes sharing expertise, sharing leadership, supra practitioner and principal selection.

**Sharing Expertise:** Sharing expertise (SE) is the ability of teacher-leaders to share professional pedagogical knowledge with their peers through collaboration and shared practice.

S#	Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	I share new ideas for teaching with other teachers such as through departmental meetings, schoolwide meetings and professional development, etc.	5	4	3	2	1
2	I discuss ways to improve students' learning with my colleagues.	5	4	3	2	1
3	As a faculty I stay current on research in my subject area.	5	4	3	2	1
4	I assist my colleagues to teach new skills or topic.	5	4	3	2	1
5	I develop local and district level networks to share practices with other teachers.	5	4	3	2	1
6	I welcome new trend, changes and challenges.	5	4	3	2	1
7	I am willing to share the new materials and strategies with other teachers.	5	4	3	2	1

8	I am willing to assist new or struggling teachers.	5	4	3	2	1
9	I encourage my colleagues to improve their practices by gaining new knowledge and skills.	5	4	3	2	1
10	I am interested to lead instructional pedagogy training for other teachers .	5	4	3	2	1
11	I am ready to help my colleagues in instructional and students related matters .	5	4	3	2	1
12	I share information and advice about the classroom practices with other teachers.	5	4	3	2	1

<b>Sharing Leadership:</b> Sharing Leadership is the willingness of the teacher to accept and share leadership practices and accept the challenge to lead.							
S#	Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	
13	I get involved in decisions making activities such as professional development, cocurricular projects, etc.	5	4	3	2	1	
14	Time is provided for me to collaborate about matters relevant to teaching and learning processes.	5	4	3	2	1	
15	I am actively involved in finding ways to improve the organization as a whole.	5	4	3	2	1	
16	I plan the content of professional learning activities at my department.	5	4	3	2	1	
17	I help my colleagues and other staff to identify and resolve the problem within the institution.	5	4	3	2	1	
18	I have opportunities to influence important decisions even if they do not hold an official leadership position.	5	4	3	2	1	
19	I articulate a shared vision and goal for students' learning.	5	4	3	2	1	
20	I take on leadership responsibilities to improve the current condition of my institution regarding curriculum, mentoring and professional development.	5	4	3	2	1	
21	I encourage my colleagues to accept the changes and challenges for the improvement of institution.	5	4	3	2	1	
22	I encourage my colleagues to take initiative to make improvements.	5	4	3	2	1	
23	I am willing to manage the additional responsibilities and duties of leadership position.	5	4	3	2	1	
24	I work together with my colleagues to create an engaging climate that accelerate students' learning.	5	4	3	2	1	



<b>Supra Practitioner:</b> It refers to the ability and willingness of teachers to accept additional professional duties and responsibilities beyond their prescribed roles and responsibilities within and outside the classroom.						
S#	Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
25	I willingly stay in intuition after off timing to work on organization's improvement activities.	5	4	3	2	1
26	I willingly stay after duty time in organization to help other teachers who need assistance.	5	4	3	2	1
27	I willingly stay in university after off time to assist administration if they need assistance.	5	4	3	2	1
28	I am willing to share workload of other teachers.	5	4	3	2	1
29	I assist the students and the colleagues who need counselling and support.	5	4	3	2	1
30	I am willing to communicate with the students, colleagues and other stakeholder during weekend and vacations.	5	4	3	2	1
31	I am willing to participate in the events outside the university that aims to improve my pedagogical skills.	5	4	3	2	1
32	I have freedom to apply innovative and new methods for better learning of my students .	5	4	3	2	1
33	I am volunteer to put efforts and extra time to help my students and colleagues .	5	4	3	2	1
34	I willingly accept the responsibilities related to monitoring the places such as cafeteria, playgrounds, hallways etc.	5	4	3	2	1
35	I willingly accept to deal with emergencies and unplanned circumstances.	5	4	3	2	1
36	I conduct individual and collaborative research on institutional issues and matters .	5	4	3	2	1

<b>Principal Selection:</b> It highlights principals who create a climate of collaboration and trust within a large group of teachers. Items within this factor identify whether or not the principal creates in-groups that in turn create demoralizing out-groups among the teachers.							
S #	Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	
37	The head of department always responds to my concerns and ideas.	5	4	3	2	1	
38	The institutional head consults every teacher for input on decisions .	5	4	3	2	1	
39	Administration allows me to take leadership responsibilities.	5	4	3	2	1	
40	In leadership positions, I only serve because I have been selected by the heads.	5	4	3	2	1	
41	The head, teacher and staffs work as a team in my department.	5	4	3	2	1	
42	The head of my department have developed opportunities for teachers to participate in decision making .	5	4	3	2	1	
43	The head of my department encourages me to take initiatives and decision .	5	4	3	2	1	
44	I get recognition for my professional achievements from my head.	5	4	3	2	1	
45	Administration provides me opportunity to participate in professional development training.	5	4	3	2	1	
46	The administration and staff share common vision to achieve institutional objectives.	5	4	3	2	1	

**Thank you for your participation 😊**

## Appendix C

THE UNIVERSITY of TENNESSEE   
KNOXVILLE  
COLLEGE OF EDUCATION, HEALTH &  
HUMAN SCIENCES

Haleema Batool  
Mphil Scholar  
National University of Modern Languages  
Islamabad Pakistan

January 6, 2021

Dear Haleema Batool,

With this letter, I grant permission to use the quantitative instrument, the Teacher Leader Inventory, for your research study. You have my permission to disseminate the instrument either through an online or hard copy format.

- The instrument will be used for research purposes only, barring any monetary profiting from the instrument.
- Author citation is included on all copies.
- Links to subsequent manuscripts generated from the study will be forwarded to me.
- A summary of research results is forwarded to me upon completion of the study.

Best wishes for your research and I look forward to seeing the results.

Pamela S. Angelle, Ph.D.  
Professor and Director of Graduate Studies  
The University of Tennessee  
Department of Educational Leadership and Policy Studies  
323 Bailey Education Complex  
Knoxville, TN 37996

## Appendix D



DEPARTMENT OF EDUCATION  
FACULTY OF SOCIAL SCIENCES  
National University of Modern Languages  
Sector H-9, Islamabad  
Tel.No: 051-9265100 Ext: 2090

ML.1-3/2020-Edu 1804

Dated: 23-08-2021

**WHOM SO EVER IT MAY CONCERN**

Ms. Haleema Batool D/O Iqbal Hussain, students of M.Phil (Edu) Department of Education National University of Modern Languages is engaged in project of Research Work.

She may please be allowed to visit your Institution / Library to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.



*Wajeeha Shahid*  
23/8/21  
Dr Wajeeha Shahid  
Head,  
Department of Education.

## Appendix E

**Validity Experts**

Sr #	Validity Exerts	Designation and Affiliation
1	Dr Sabir Ali Wazir	Head of department (Education) University of Baltistan (UOB)
2	Dr Haji Kareem Khan	Controller of Examination University of Baltistan (UOB)
3	Dr Marium Din	Assistant Professor in National University of Modern Languages (NUML) Islamabad
4	Dr Qurrat Ul Hina	Assistant Professor in National University of Modern Languages (NUML) Islamabad
5	Dr Jameela Ashraf	Lecturer in National University of Modern Languages (NUML) Islamabad

## Appendix F

## Validation Certificate of Research Questionnaire



**ANALYSIS OF TEACHERS' LEADERSHIP BEHAVIOUR  
AMONG DIFFERENT FACULTIES AT HIGHER EDUCATION LEVEL**

By

**Haleema Batool M.Phil. scholar, Department of Education, National University of  
Modern Languages Islamabad.**

It is hereby certified that the tool adapted by the scholar from Teacher Leadership Inventory developed by Dehart and Angella (2011) for the research topic "Analysis of Teachers' Leadership Behavior among Different Faculties at Higher Education Level" has been assessed by me. It is considered that the research instrument, adapted for the research above titled, is according to the objectives, questions and hypotheses of the research study, assures adequate construct and content validity according to the purpose of research, and can be used for data collection by the researcher with fair amount of confidence.

Validated by: *Dy. Sabir Ali Warden*  
 Signature: ..... *[Signature]* Head of Department  
 Designation: ..... *HOD* Department of Education,  
 University of Balochistan, Quetta.  
 Institution: ..... *UOBS*  
 Date of validation: *24/09/2028*

## Appendix G

## Validation Certificate of Research Questionnaire



## ANALYSIS OF TEACHERS' LEADERSHIP BEHAVIOUR

## AMONG DIFFERENT FACULTIES AT HIGHER EDUCATION LEVEL

By

**Haleema Batool M.Phil. scholar, Department of Education, National University of Modern Languages Islamabad.**

It is hereby certified that the tool adapted by the scholar from Teacher Leadership Inventory developed by Dehart and Angella (2011) for the research topic "Analysis of Teachers' Leadership Behavior among Different Faculties at Higher Education Level" has been assessed by me. It is considered that the research instrument, adapted for the research above titled, is according to the objectives, questions and hypotheses of the research study, assures adequate construct and content validity according to the purpose of research, and can be used for data collection by the researcher with fair amount of confidence.

Validated by: *Dr. Haji Karim Khan*  
 Signature: *[Handwritten Signature]*  
 Designation: *Controller of Examinations*  
 Institution: *University of Baluchistan, Quetta*  
 Date of validation: *30/09/2021*

**Dr. Haji Karim Khan**  
 Controller of Examinations  
 University of Baluchistan, Quetta

## Validation Certificate of Research Questionnaire



ANALYSIS OF TEACHERS' LEADERSHIP BEHAVIOUR  
AMONG DIFFERENT FACULTIES AT HIGHER EDUCATION LEVEL

By

Haleema Batool M.Phil. scholar, Department of Education, National University of  
Modern Languages Islamabad.

It is hereby certified that the tool adapted by the scholar from Teacher Leadership Inventory developed by Dehart and Angella (2011) for the research topic "Analysis of Teachers' Leadership Behavior among Different Faculties at Higher Education Level" has been assessed by me. It is considered that the research instrument, adapted for the research above titled, is according to the objectives, questions and hypotheses of the research study, assures adequate construct and content validity according to the purpose of research, and can be used for data collection by the researcher with fair amount of confidence.

Validated by: Dr. Mariam Din  
Signature: Mariam Din 23/08/2024  
Designation: Assistant Professor  
Institution: National University of  
Modern Languages, Islamabad  
Date of validation: 23/08/2024



## Appendix I

## Validation Certificate of Research Questionnaire



**ANALYSIS OF TEACHERS' LEADERSHIP BEHAVIOUR  
AMONG DIFFERENT FACULTIES AT HIGHER EDUCATION LEVEL**

By

**Haleema Batool M.Phil. scholar, Department of Education, National University of  
Modern Languages Islamabad.**

It is hereby certified that the tool adapted by the scholar from Teacher Leadership Inventory developed by Dehart and Angella (2011) for the research topic "Analysis of Teachers' Leadership Behavior among Different Faculties at Higher Education Level" has been assessed by me. It is considered that the research instrument, adapted for the research above titled, is according to the objectives, questions and hypotheses of the research study, assures adequate face and content validity according to the purpose of research, and can be used for data collection by the researcher with fair amount of confidence.

Validated by: ..... *Dr. Qurat ul Ain.*  
 Signature: ..... *[Signature]*  
 Designation: ..... *Assistant Professor.*  
 Institution: ..... *NUML Islamabad.*  
 Date of validation: ..... *23-August-2021*

Appendix J

**Validation Certificate of Research Questionnaire**



**ANALYSIS OF TEACHERS' LEADERSHIP BEHAVIOUR  
AMONG DIFFERENT FACULTIES AT HIGHER EDUCATION LEVEL**

By Haleema Batool M.Phil. scholar at Department of Education , National University of Modern Languages Islamabad. It is hereby certified that the tool adapted by the scholar from Teacher Leadership Inventory developed by Dr Dehart and Dr Angella (2011) for her research topic "Analysis of Teachers' Leadership Behavior among Different Faculties at Higher Education Level" has been assessed and it is founded appropriate for the data collection process. All the items in the tool are meeting the objectives and addressing the research question and research hypotheses . Face and content validity are also assured, and it may be used by the researcher for the data collection process.

Validated by: *Dr. Jameela Ashraf*  
 Signature: *[Handwritten Signature]*  
 Designation: *Lecturer*  
 Institution: *NUML*  
 Date of validation: *06/08/2021*

## Appendix K

**Academic Department****Karakoram International University****Behavioral****Sciences**

1	Dr. Sadiq Hussain	Associate Professor (
2	Mr. Nabeel Ahmed	Lecturer
3	Dr. Zubair Ahmed	Lecturer
4	Mr. Shah Zaman	Lecturer

**Biology (Animal Sciences)**

5	Dr. Samina Mumtaz	Asst. Prof
6	Dr. Akbar Khan	Lecturer
7	Dr. Sajida Asghar	Lecturer
8	Mr. Syed Arif Hussain	Lecturer
9	Mr. Syed Abbas	Lecturer
10	Dr. Abdul Razaq	Professor
11	Dr. Abdul Rehman	Asst. Prof.
12	Dr. Muhammad Ali	Asst. Prof.

13	Dr. Sujjad Haider	Asst. Prof.
14	Qamar Abbas	Asst.pro
15	Dr. Arshad Shedai	Lecturer
16	ALI Noor	Lecturer

### **Chemistry**

17	Dr. Sajjad Ali	Associate Prof.
18	Dr. Iftikhar	Associate. Prof.
19	Dr. Meher Ali	Asst. Prof.
20	Dr. Shaheen Shah	Lecturer
21	Dr. Ishtiaq Hussain	Lecturer
22	Dr. Shabir Hussain	Asst. Prof.

### **Computer Sciences**

23	Dr. Sabit Rahim	Asst. Prof
24	Mrs. Esmā,	Lecturer
25	Mr. Syed Najam Ul Hassan	Lecturer
26	Mr. Zahidullah	Lecturers
27	Mr. Muhammad Ismail	Lecturers
28	Mr. Imran Ali	Lecturers

### **Earth Sciences**

29	Mr. Hawas Khan	Asst. Prof.
30	Dr. Gari Khan	Asst. Prof.

31	Dr. Masoor	Asst. Prof
32	Dr. Sher Sultan Baig	

### Economics

33	Mr. Abid	Lecturer
34	Mr. Nisar Alam,	Lecturer
35	Mrs. Nazia Hassan,	Lecturer
36	Mrs. Ghazala	Lecturer
37	Mr. Ather	Lecturer
38	Mr. Kifayat Ullah	Lecturer

### Educational Development

39	Prof. Dr. Mohd. Ramzan	Professor
40	Dr. Sadruddin Qutoshi	Asst. Prof.
41	Dr. Asif Khan	Associate Prof.
42	Dr. Muhammad Nisar ul Haq	Asst. Prof. /
43	Dr. Ansar Madni	Asst. Prof.
44	Dr. Zahra Jabeen	Lecturer
45	Mrs. Nazia Karim	Lecturer

### Forestry

		Chairman Forestry
46	Aisha Malik	Lecturer

### Environmental Sciences

47	Dr. Shaukat Ali	Associate Prof
48	Dr. Haibat Ali	Associate Prof
49	Dr. Karamat Ali	Lecturer
50	Mr. Muhammad Zakir	LDC

**. Linguistic and Literature**

51	Syed Ziaullah Shah	Asst. Prof.
52	Mrs Shamim Ara	Asst. Proff
53	Mr Naveed	Lecturer
54	Ms. Samina Khan	Asst. Prof.

**Food Technology**

55	Dr. Sartaj Ali	Associate Prof.
56	Dr. Azhar Hussain	Asst. Prof.
57	Dr. Furrukh Satti	Asst. Prof.
58	Mr. Sadat Sher Khan	Asst. Prof.
59	Mr. Maqsood	Lecturer
60	Dr. Mohd Arshad	Asst. Prof.
61	Mrs. Khoula	Lecturer
62	Mr. Hafiz Irfan	Lecturer

**International Relations (IR)**

<b>63</b>	Mr. Khurshid Ali Singay,	Lecturer
64	Mr. Mushtaq,	Lecturer
65	Mr. Iftikhar	Lecturer

**Business Management Sciences**

66	Dr. Ammar Hussain	Lecturer
67	Mrs. Razia,	Lecturer
68	Mrs. Tahira	Lecture
69	Dr. Sajjad Haider	Lecture
70	Mr. Asadullah	Lecture
71	Mr. Munir,	Lecture
72	Mrs Nafeesa Noreen	Lecturer
73	Mr. Mehtab Alam	Lecture
54	Ms. Samina Khan	Asst. Prof.

### **Food Technology**

55	Dr. Sartaj Ali	Associate Prof.
56	Dr. Azhar Hussain	Asst. Prof.
57	Dr. Furrukh Satti	Asst. Prof.
58	Mr. Sadat Sher Khan	Asst. Prof.
59	Mr. Maqsood	Lecturer
60	Dr. Mohd Arshad	Asst. Prof.
61	Mrs. Khoula	Lecturer
62	Mr. Hafiz Irfan	Lecturer

### **International Relations (IR)**

63	Mr. Khurshid Ali Singay,	Lecturer
64	Mr. Mushtaq,	Lecturer
65	Mr. Iftikhar	Lecturer

### **Business Management Sciences**

66	Dr. Ammar Hussain	Lecturer
67	Mrs. Razia,	Lecturer
68	Mrs. Tahira	Lecture
69	Dr. Sajjad Haider	Lecture
70	Mr. Asadullah	Lecture
<b>71</b>	Mr. Munir,	Lecture
<b>72</b>	Mrs Nafeesa Noreen	Lecturer
73	Mr. Mehtab Alam	Lecture

### **Mathematics & Statistics**

74	Dr. Zahid Hussain	Asst. Prof.
75	Mr. Mujeeb	Asst. Prof.
76	Dr. Shams ur Rehman	Asst. Prof.
77	Dr. Sabina Shahin	Lecturer
78	Razia Latif	Lecturer

### **Media and Communication**

79	Mr. Rashid	
80	Mrs. Faiza Munib	Lecturer
81	Mr. Inayat	Lecturer
82	Mr. Shams Paras	Lecturer

### **Mining Engineering**

<b>83</b>	Engr. Naeem Abbas	Lecturer
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84	Engr. Zahid Hussain	Lecturer
85	Mr. Zahid Mir	Lecturer

### Physics

86	Dr. Muhammad Riaz	Lecturer
87	Dr. Sher Zaman	Asst. Prof. (TTS)
<b>88</b>	Mr. Agha Hadi,	Lecturer
<b>89</b>	Mr. Fazal Wahab	Asst. Prof.

## Urdu

90	Dr. Syed Ashfaq	Asst. Prof
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### Civil Engineering

91	Eng. Atizaz Ali	Lecturer (HOD)
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### Ghizer Campus (05814-961716, 05814-961718-19)

#### Faculty Members

Name	Designation
92	Dr. Javed Iqbal
93	Assist. professor (Edu)
94	Dr. Nigahat Gul
95	Assist. professor (Zoology)
95	Dr. Memoona Nilofar
96	Assist. professor (Business management)
96	Dr. Irfan ullah
97	Assistant professor (Zoology)
97	Dr. Suhail Abbas
98	Assistant professor (Mathematics)
98	Dr. Shahab ud Din
99	Assistant professor (Business management)
99	Mr. Farid Ahmad Jan
100	Lecturer (Zoology)
100	Mr. Syed Arif Hussain
101	Lecturer (Zoology)
101	Mr. Iftikhar Hussain
102	Lecturer (English)
102	Mis. Bibi Fatima
	Lecturer (Business management)

### KIU HUNZA CAMPUS

(05813-960013, 960014, 960016, 960017, 960020)

Name	Designation
<b>Faculty</b>	
103	Dr. Syed Rizwan Abbas
103	Assistant Professor
104	Dr. Ali Mohammad Safder
104	Assistant Professor
105	Dr. Arshad
105	Assistant Professor
106	Mr. Amjad Ali
106	Assistant Professor
107	Dr. Ali Mahar
107	Assistant Professor
108	Ms. Naila Batool
108	Assistant Professor
109	Ms. Fozia Mansoor
109	Assistant Professor

110	Mr.Safder Hussain	Lecturer
111	Ms. Naila Batool	Lecturer
112	Mr.Fazal Haq	Lecturer

**Diamer Campus**  
(05812-960235,960236,960237)

**Faculty**

113	Mr. Sultan Rahim	Lecturer (Coordinator )
114	Mr. Piar Karim	Lecturer
115	Mr.Muhammad Tahir	Lecturer
116	Liaqat Ali Raees	Lecturer
117	Mr. Misbah ul Haq	Lecturer
118	Mrs. Shunaila Jabeen	Lecturer
119	Mrs. Lubna Faraz	Lecturer
120	Haseena Abassi	Lecturer

## Appendix L

### University of Baltistan , Skardu

#### Data all faculty members , working at UoB, Skardu

<b>Biological Science</b>		
1	Dr Abdul Matin	Professor
2	Dr Ghulam Raza	Associate Professor
3	Dr Istiaq Hussain	Associate Professor
4	Dr Muhammad Ali	Assistant Professor
5	Dr Alamadar Hussain	Assistant Professor
6	Dr Salar Hussain	Assistant Professor
<b>Business management</b>		
7	Dr Wajid Khan	Assistant Professor
8	Dr Mir Alam	Assistant Professor
9	Mr Faiz Ali	Lecturer
10	Mr Ibrahim Hussain	Lecturer
11	Mr Nasir Abbas	Lecturer
12	Ms Nazia Batool	Lecturer
13	Mr Dostar Hussain	Lecturer
14	Ms Benazir	Lecturer
15	Dr Zakir Ullah	Lecturer
<b>Chemistry</b>		
16	Dr Shafqat Hussain	Associate Professor
17	Dr Mehdi Hassan	Assistant Professor

18	Dr Nusrat Hussain	Assistant Professor
19	Mr Asif Ali	Lecturer
<b>Computer Science</b>		
20	Mr Jawad Usman	Assistant Professor
21	Mr Imtiyaz Ahmad	Lecturer
22	Ms Hasin Bano	Lecturer
23	Mr Asghar Ali	Lecturer
24	Ms Bano	Lecturer
25	Ms Noreen Maryam	Lecturer
<b>Educational Development</b>		
26	Dr Ashfaq Ahmad Shah	Professor
27	Dr Muhammad Imtiaz	Assistant Professor
28	Mr Qaisar Abbas	Lecturer
29	Ms Kiran Bano	Lecturer
30	Dr Sabir Ali	Lecturer
<b>Mathematics</b>		
31	Dr Zakir Hussain	Assistant Professor
32	Dr Munawar Ali Abbas	Assistant Professor
33	Dr Sadaqat Hussain	Lecturer
34	Ms Saima Muhammad	Lecturer
<b>Tourism and Hospitality</b>		
35	Shamshad Hussain	Lecturer
36	Ms Durr e Shehwar	Lecturer
<b>Anthropology</b>		
37	Ms Benazir Bano	Lecturer

<b>PAK Studies</b>		
38	Ms Naila Batool	Lecturer
<b>English</b>		
39	Dr Muhammad Issa	Assistant Professor
40	Ms Nazia Ashraf	Lecturer
41	Mr Sajjad Hussain	Lecturer
42	Mr Abdul Rehman	Lecturer
43	Mr Safeer Hussain	Lecturer
44	Ms Kiswar Sultana	Lecturer
45	Mr Shehzad Ahmad	Lecturer
46	Mr Muhammad Kamal	Lecturer
47	Mr Ghulam Abbas	Lecturer
48	Mr Muhammad Naeem	Lecturer
49	Mr Fakhar Alam	Lecturer
50	Ms Zahra Batool	Lecturer

## Appendix M

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix N

**PROOF READING CERTIFICATE**



Analysis of Teachers' Leadership Behaviour among Different Faculties at Higher Education Level

By

Haleema Batool

National University of Modern Languages, Islamabad

It is certified that the research work with the title "Analysis of Teachers' Leadership Behaviour among Different Faculties at Higher Education Level" conducted by Haleema Batool has been checked and proofread for the language and grammatical errors.

Name *Schail Falak Sher*  
Designation *Assistant Professor*  
Institution *The Islamia University Bahawalpur*  
Signature *Schail Falak Sher*  
Date *25-05-2022*

ASSISTANT PROFESSOR  
Department of English Literature  
The Islamia University of Bahawalpur