

**A STUDY ON TEACHER LEADERSHIP PRACTICES OF SECONDARY SCHOOL
TEACHERS OF BARGARH DISTRICT IN ODISHA**

A

Synopsis Submitted to

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Guide
Prof. Sujata Srivastava

Researcher
Malyani Padhan
Regd No-FOEDU/265



CENTER OF ADVANCED STUDY IN EDUCATION (CASE, IASE)
DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA - 390002

Introduction

School is meant to educate students with the aim of promoting holistic development. It demands a conducive environment at schools. The government of India has taken policy initiatives to provide a conducive environment through reforming schools' culture. Successful implementation of school reforms depends on key individuals of schools who manage change. It is also needed to improve the performance of the school. Many researches have shown that school leadership is fundamental for school improvement. This is because every school needs human resources and material resources to achieve the desired goals.

School leadership plays a crucial role in enhancing school effectiveness. The quality of school leadership is positively linked with student achievement both directly and indirectly. School leadership helps to improve the school climate which improves the effectiveness of the school (Sebastian and Allensworth, 2012; Ten Bruggencate et al., 2012).

Generally, people think of school leadership as the leadership of the principal only. But now the scope of school leadership has expanded as one individual's leadership ability is not enough for the development of the school as well as the improvement of students. Successful school improvement is co-constructed which encourages coordination and cooperation among teachers and principals to solve day-to-day problems and achieve the desired goals of the school. Lambert (1998) claimed that constructivist leadership is a type of leadership that is used to lead schools toward effective change. The constructivist leadership offers opportunities to discuss and mediate views, brainstorm ideas together, reflect on and try to make meaning of work in light of shared beliefs and new information, and then take actions that result from these new understandings (Lambert, 1998). This constructivist approach to leadership puts more emphasis on teacher leadership. It demands teachers to exercise leadership in school for the sake of improving school effectiveness. It necessitates support from the principal in schools. Without utilizing the skills and experience of teachers in leadership roles, a principal will never be as effective as they may be. The capacity of the principal could be enhanced by teacher leadership (teacher leader model standards, 2011). Teacher leadership is needed to serve the needs of students, the teaching profession, and schools. It encourages collaboration where teachers learn together and construct knowledge collaboratively and collectively. The most successful teaching occurs when teachers collaborate and assist one another. Teacher leadership is a central component of sustainable school improvement as it plays an active role in decision-making and promoting professional growth. According to Hopkins et al. (2014), "Successful schools foster collaborative settings that encourage participation, professional development, mutual support, and assistance in problem-solving.

As a unique leadership tag, teacher leadership will help to find solutions to the complex problems related to redefining school, leadership roles, and building teaching capacity. Hence, we believe that research on teacher leadership will guide policy actions to eradicate the existing complex problems and enhance school effectiveness.

Different committees' and commissions' recommendations and policy initiatives put a greater emphasis on the importance of teacher leadership.

A Synthesis of the Recommendations of various Committees and Commissions on Teacher Leadership

Indian government policy initiatives through commissions, committees, and national policies have recommended the continuous professional development of teachers and the facilitation of leadership positions to deserving teachers to enhance the performance of the schools. By realizing the importance of teacher leadership, the government has made several recommendations for educational institutions in the form of the National Curriculum Framework (2005) and National Education Policy (2020), and an elaborate explanation of their respective recommendations can be traced from the following subsections.

1. National Curriculum Framework (2005)

National Curriculum Framework (2005) has recommended bringing reform in academic leadership in schools. It suggested that teachers and headmasters ought to be able to specify the particular supports and services that they need for their schools, and also collectively state what they anticipate from the cluster and block staff in terms of training and school visits, and take part in the monitoring and supervision process. In terms of their academic functions, teachers are now not sufficiently distinguished from principals. It recommended capacity building of teachers to make serious progress on this front.

2. National Education Policy (2020)

National Education Policy (2020) laid down that teachers require continuous opportunities to upgrade their skills and learn about the newest developments in their fields. It emphasizes the significance of developing leadership skills in teachers and encourages their participation in decision-making processes at the school and policy levels. It highlighted developing platforms (online platforms) to allow teachers to share ideas and best practices. It further recommended that outstanding teachers who exhibited management and leadership abilities would receive training over time to take positions of academic leadership in schools, school complexes, BRCs, CRCs, BITEs, DIETs, as well as pertinent government departments. In order to continually develop their own leadership and management skills and to allow them to exchange best practices with one another, it was also advised that school principals and complex leaders have access to similar modular leadership/management workshops, online development opportunities, and platforms.

It is crucial to thoroughly understand the theoretical underpinnings of teacher leadership to comprehend it better. Understanding leadership theories associated with teacher leadership would aid in understanding the concept of teacher leadership.

Theoretical Underpinning: Insight into the Foundation of Teacher Leadership

In the presence of several theories of leadership, teacher leadership has close connections with the following theories of leadership.

Distributed Leadership Theory is based on the premise that leadership is not embodied by a small number of people but rather is a dynamic interaction among various shareholders in an organization (Spillane, 2006). The foundation of distributed leadership theory is based on the idea that many people inside an organization have the potential to contribute to leadership, but the key to success is how people are arranged to best facilitate and coordinate their contributions (Harris, 2013). In the field of education, there is a growing consensus that group leadership can enhance the organization's overall performance.

Constructivist Leadership Theory signifies “a reciprocal learning process that permits all members to give and take from one another when all participants have a shared vision and purpose” (Lambert, 1998, p. 17). It promotes the idea of avoiding top-down decision-making and creating a structure where all members (i.e., teacher leader, principal, subordinates, and other members) of the school learn together and solve problems collectively and collaboratively.

Social Identity Theory states a teacher is identified by others as a leader if they possess leadership qualities. Teachers become more willing and responsible to take the lead and make changes as a result of this peer factor. Most teachers who assume leadership responsibilities do not consider themselves to be leaders; rather, they reserve the title "leader" for people who assume formal duties like administrators or district supervisors. Rather, they believe that most of their work is informal and collaborative. They don't feel like leaders as their activities are based on collaboration (Moller et al., 2001). This theory stresses on teamwork for the upliftment of the school.

Formative Leadership Theory is premised on the idea that there are numerous leadership responsibilities within a school and that these roles are not only reserved for persons who have been given specific "roles," but rather can be played by anyone within the collective leadership of the school. It specifies, teachers as leaders and the principal as leading leaders.

Servant Leadership Theory emphasizes the growth of followers rather than achieving more overarching self-serving objectives. It highlights a leader who is eager to help others so that they can grow personally and subsequently grow others. Increased service to others, a holistic approach to work, cultivating a feeling of community, and sharing power in decision-making are all key components of servant leadership.

Transformational Leadership Theory stresses on constant interaction of leaders and followers to attain particular goals. Transformational leaders convince their followers to change their priority from self-interest to collective interest. This theory stresses on taking initiative, sharing the vision and collective activity, taking risks, and encouraging others for the same.

To summarize, these theories emphasize collaboration, flexibility, adaptability, and sharing the expertise of teachers to achieve desired goals. They highlight that the shared goals and values of teachers are important influential factors for generating effective schools that improve student learning and teacher effectiveness. Teacher leadership is mostly based on distributed leadership theory. It stressed on the idea that leadership is a collective activity where leaders de-center power to achieve the desirable goals of an organization. The engagement of a group of people in leadership activity is the center of distributed leadership. Thus, the concept of teacher leadership emerged from the theories of leadership.

Teacher Leadership-meaning and concept

Neither the concept nor the phenomenon of teacher leadership is novel. The discussion on teacher leadership is centuries old, although, a greater emphasis was featured in recent days. Indeed, John Dewey is the antecedent of the current idea of teacher leadership, who specifically quoted it as “every teacher had some regular and representative way to register judgment upon matters of educational importance, with the assurance that this judgment would somehow affect the school system” (Dewey, 1903, p. 195). A plethora of definitions of teacher leadership provided by researchers have contributed to understanding the concept of teacher leadership.

Definitions of Teacher Leadership

Many researchers have defined teacher leadership in many ways.

Wasley (1991) defined Teacher leadership as influencing and engaging colleagues toward improved practice.

Fullan and Hargreaves (1996) defined teacher leadership as “the capacity and commitment to contribute beyond one’s classroom” (p. 13).

Clemson-Ingram and Fessler (1997) defined teacher leadership as “refers to a variety of roles for classroom teachers in staff development, management, and school improvement” (p. 95).

Childs-Bowen et al. (2000) defined teacher leadership as the “function in professional learning communities to affect student learning; contribute to school improvement; inspire excellence in practice, and empower stakeholders to participate in educational improvement” (p. 28).

York-Barr and Duke (2004) defined teacher leadership as “the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement” (p. 287-288).

Frost's (2010) stated teacher leadership refers to “taking the initiative to improve practice, acting strategically with colleagues to embed change, gathering and using evidence in collaborative processes, contributing to the creation and dissemination of professional knowledge”

Swanson et al. (2011) stated that teacher leadership is the combination of “knowledge, skills, and dispositions demonstrated by teachers” to further the efficacy of school operations.

Diffey & Aragon (2018) stated that teacher leadership is “the process by which teachers extend their impact - influencing colleagues, principals, members of school communities and beyond to improve teaching practices and support student learning”.

In a nutshell, teacher leadership is an umbrella term that includes a wide range of work of teacher leaders to achieve the desired goals of the school. Teacher leadership can be defined as a process where a teacher leader plays a variety of roles i.e., helping other teachers to work collaboratively, promoting change to meet the diverse needs of students, taking the right decision confidently and cooperatively, helping the professional development of teachers, guiding subordinates for helping student skillfully, creating a structure in school that supports the continuous improvement of educators as well as students. Teacher leadership is a potent weapon that may be used to support the success of school reform initiatives and enhance educational opportunities for all students and teachers as well. Teacher leadership refers to a set of abilities displayed by teachers who not only continue to instruct pupils but also exert influence on individuals both inside and outside of their institution. Teacher leadership fosters professionalism. Thus, teacher leadership is needed for the hour for making teachers reflective, adaptive, and flexible which in turn better helps students by motivating, guiding, energizing students, and creating learning zeal among them.

Characteristics of Teacher Leadership

Teacher leaders must have certain skills and competencies to work collaboratively with teachers and other school personnel to respond to the diverse needs of students. However, we can see the characteristics of teacher leadership in the following ways:

Confidence-Teacher leaders must be confident to express their opinions, comfortable sharing differences of opinions, and not afraid of approaching administrators with issues or concerns (Conley and Muncey, 1999).

Risk Taker- Initiatives are inevitable in school to meet the demands of the present day. Teacher leaders take the initiative to improve the practices of schools which in turn make teachers and students ready to compete the world around. As risk-takers, teacher leaders should be comfortable in trying new things and willing to place their opinions, contributions, and involvement in the school community (Augustine and Shaw, 2015).

Team Spirit-Teacher leaders should be reflective, collaborative, and flexible. They should possess good listening skills and should enjoy their collaborative work (Augustine and Shaw, 2015).

Instructional Proficiency- Teacher leaders are experts in their subjects and serve as role models for other teachers. Teacher leadership also includes instructional proficiency that helps to enhance professional knowledge and skills to deliver the most productive learning sessions for students (Wan et al.,2018)

Interpersonal Skills and Effective Communication-The teacher leaders need to possess greater communication skills. They can convey complex ideas clearly and concisely in both written and oral forms. Besides, other qualities include good interpersonal relationship skills and powerful communication with administrators, teachers, and students (Henderson et al., 1995; Nappi, 2014).

Self-reflection and Intrapersonal Skill- The teacher leader with a strong sense of self will be able to interpret others' actions and make sense of situations. To become an effective leader, a teacher should possess the necessary skills like curiosity, creativity, empathy, persistence, commitment, motivation, passion, agility, courage, and optimism. Effective teacher leaders exhibit strong leadership skills (Killion & Harrison, 2006).

Diverse and Adaptability-Teacher leaders need to be diverse in their field and show respect to different people including their students and colleagues. As the education landscape is constantly evolving, teacher leaders are to be adaptable to changes.

Organized and Committed to Students- To achieve the desired results, teacher leaders need to be organized by enacting a course of action and executing the plan in order. Further, they need to show a higher level of commitment to improving individual performance and students' performance as well (Wan et al., 2018).

Lifelong learner- Teacher leaders are lifelong learners who stay updated on the latest research, trends, and developments in education. They actively seek opportunities to further enhance their knowledge and skills.

Visionary Thinking-Teacher leaders have a clear vision for educational excellence. They are forward thinkers who set goals and work strategically to bring meaningful improvements in the learning environment.

Here it is clear that the above qualities of a teacher leader are inevitable for the attainment of goals of students as well as the school. To achieve the desired goal, the teacher leader must be reflective in teaching practice, adaptive, flexible, making decisions jointly, and organizing curricular and co-curricular activities actively. Therefore, a school can never deny the need and importance of teacher leadership in either improving the school's effectiveness or dampening the burden of the workload at the school.

Need and Importance of Teacher Leadership

Teacher leadership helps to transform schools to enable teachers and students to meet the needs of the 21st century. A key justification for supporting teacher leadership, according to the Teacher Leadership Exploratory

Consortium (2011), is the development and maintenance of a workforce of capable teachers for the twenty-first century. Teacher leadership is fruitful in building an efficient work environment, supervising and guiding subordinates to perform their work effectively and efficiently. They acquire knowledge and understanding of different backgrounds, cultures, and languages to foster effective interaction among subordinates. Teachers are benefited in a number of ways through teacher leadership. According to Smylie (1997), teacher leadership helps individual teachers in expanding and diversifying their areas of expertise. It also helps to increase the job satisfaction of teachers and promotes professional development and learning (Slater, 2008). Teacher leadership may make the workplace environment more democratic (Hart, 1995). Another advantage is that exceptional and dedicated educators may be attracted to the field and stay in the profession to improve student performance (Katzenmeyer & Moller, 1996; Smylie, 1994). The fulfillment of goals (such as the development of broad thinking, problem-solving scientifically, reading, and writing critically among the students) demands a change in teaching practice. Hence, teacher leadership is highly important to meet these challenges and, in the urge to manage the workload burden by utilizing the resources effectively.

For building sustainable school capacity for achieving organizational goals, nurturing school employees into reflective and skillful leaders, improving school effectiveness, and promoting leader capacity, teacher leadership is an inseparable body part of the school system (Lambert, 2003). Also, as a unique part of the system, teacher leadership improves professional learning and decision-making qualitatively and makes serious progress for the school's effectiveness at the front. It facilitates research to improve teaching practice and Student Learning. Thus, teacher leadership is needed to create a culture that supports collaboration for the continuous improvement of educators as well as students.

School Support Structure for Teacher Leadership

School administrators should provide the required support to teacher leaders to lead activities in the schools. Principals should create a supporting culture in schools that supports collaboration among teachers, provides time for teachers' professional development, and recognizes, rewards, and celebrates the accomplishments of teacher leaders. The provision of training for teachers is also required to update them with the latest innovations in the field of education. By giving teachers structured and predictable opportunities to interact and collaborate with one another, collective learning is happened and teacher leaders are better able to contribute to the professional development of their colleagues (Smylie & Perry, 1998). Principals should share leadership responsibilities with teachers and provide autonomy to accomplish the assigned work. Teachers should be empowered to take initiative and the required support and resources should made readily available. The principle of "no blame innovation" is required to be followed when teachers take initiative. In addition to that they should be encouraged to take risks. Making decisions on important matters should be based on a collective approach. Building partnerships with experienced leaders (i.e., businessmen, parents, neighbor teachers) from stakeholders and community members

are also required. This is because teacher leadership practices are highly essential to develop the required skills and competencies among teacher leaders.

Roles and Responsibilities of Teacher Leaders

Teacher leaders have both formal and informal roles to improve the school's effectiveness. Teacher leaders have traditionally been given specific, formal titles such as department head, team leader, mentor, coach, staff developer, and master teacher (Harris, 2005; Harris and Muijs, 2003; Zimpher and Sherrill, 1996). However, the informal roles are surrounded by classroom-related functions like planning, communicating goals, and regulating activities. As informal leaders, they participate in school and district committees, engage in staff development, attend graduate school, or participate in school and community activities. Additionally, they have classroom-related responsibilities such as planning, organizing the learning environment, motivating other staff, and supervising activities. Teacher leaders play a variety of roles as instructional specialists, curriculum specialists, resource providers, mentors, etc. to maintain their focus on student learning and attainment of organizational goals (Harrison and Killion, 2007). As team leaders, teacher leaders tie up the skills, expertise, and knowledge of colleagues to address curricular expectations and the needs of students learning. They also utilize technology to guide subordinates to help students skillfully and appropriately navigate the universe of knowledge. Teacher leaders are also entrusted with the greater responsibility of enhancing and moulding the leadership qualities of teachers and students. Promoting professional learning opportunities for colleagues and community service has always been the important role of teacher leaders. The additional roles of teacher leaders also include a focus on school management and observation, demonstration, and feedback to colleagues, attending conferences to redeliver the knowledge to peers, and developing a curriculum (Feiler et al., 2000).

Apart from the above-highlighted roles that the teacher leaders need to play, they need to be innovative and adaptive to the situation to improve the management of the school and its effectiveness. In order to understand the roles and functions of teacher leaders comprehensively, we cannot ignore the significance of the model of teacher leadership.

Model Teacher Leadership

In 2011, the Teacher Leadership Exploratory Consortium developed a model that describes teacher leadership.

Teacher Leader Model Standards (2011)

The teacher leader model standards was developed by a group of educators in the U.S.A. in 2011. This model emphasizes new organizational structures and roles in the school to meet the needs of 21st-century learners successfully. The model consists of seven domains, and each domain has some specific activities for a teacher leader that are: **Domain I:** Fostering a Collaborative Culture to Support Educator Development and Student Learning; **Domain II:** Accessing and Using Research to Improve Practice and Student Learning; **Domain III:**

Promoting Professional Learning for Continuous Improvement; **Domain IV:** Facilitating Improvements in Instruction and Student Learning; **Domain V:** Promoting the Use of Assessments and Data for School and District Improvement; **Domain VI:** Improving Outreach and Collaboration with Families and Community, and **Domain VII:** Advocating for Student Learning and the Profession. (p. 82).

This model specified the necessity of more knowledge, skills, and competencies and a global understanding of school among teacher leaders. Hence, the teacher leader must be aware of the principles of adult learning and knowledge about emerging technology and have the capacity to develop a collaborative culture in the school. It will be helpful to promote an environment of collegiality, trust, and respect, and facilitate professional learning that supports continuous improvement in instruction and student learning. To execute these functions, different practices are required to be carried out by teacher leaders.

1.9. Dimensions of Teacher Leadership undertaken in the Present Study

The dimensions of teacher leadership i.e., collaboration, mentoring, promoting professional development activities, facilitating improvement in classroom practices, improving school culture, networking, and improving curriculum have been undertaken in the study. Elaborative explanations of all the dimensions of teacher leadership are as follows:

Collaboration

Teacher leader collaborates with colleagues to promote systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and increase learning opportunities for students. Teacher leaders collaborate with colleagues, families, and the community to develop comprehensive strategies to address the diverse educational needs of families and the community (Teacher Leader Model Standards, 2011).

Teacher leaders utilize group processes to help work in a collaborative manner in solving problems, decision-making, managing conflict, and promoting positive and meaningful change. Teamwork, collective initiative, and good communication among teacher colleagues are highlighted. A collaborative culture is foremost important for the effective practice of teacher leadership. According to research on high-performing schools, student learning is improved at those institutions that foster cultures of collaboration and professional inquiry (Waters, Marzano & McNulty, 2008).

Mentoring

Mentoring is assisting people to learn and develop both professionally and personally. Here teacher leader is a mentor, who is more experienced and knowledgeable and helps less knowledgeable or less experienced teachers to develop the needed skills to be effective in the classroom. Mentoring helps novice teachers to be active members

of the school community. Teacher leaders provide support to colleagues for individual reflection and professional growth as mentors or coaches (Teacher Leader Model Standards,2011).

Promoting Professional Development Activities

Teacher leaders promote professional learning for the continuous improvement of colleagues. The teacher leader understands the evolving nature of teacher and learning, established and emerging technologies, and the school community (Teacher Leader Model Standards,2011). The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals (TLEEC, 2010, p. 41).

Facilitating Improvement in Classroom Practices

Teacher leaders take the initiative to improve practice and student learning. They are also required to help colleagues in selecting appropriate strategies for improving students learning. Some functions of teacher leaders for improving practice are helping colleagues in adopting innovative pedagogy, classroom management, managing diversity, and resource management.

Improving School Culture

Teacher leaders should foster a good academic culture in school. They should foster a collaborative culture to support educator development and student learning (Teacher Leader Model Standards,2011). For this teacher leaders need to take the initiative to improve discipline, build a good rapport with colleagues and students, and foster a culture of safety that enhances the job satisfaction of teachers.

Networking

Networking is said to be a means to facilitate collaboration among teachers, principals, families, and the community. Teacher leaders should develop local, state, and national level networks for teachers to share practices and support each other in need (Teacher Leader Model Standards,2011). It refers to networking with colleagues from their own school as well as neighborhood schools for professional discussion, involving parents in their children's learning, reforming school culture, taking initiatives to make students ideal citizens, facilitating networking with neighbor colleagues, and raising funds for the school.

Improving Curriculum

Teacher leaders should always search for opportunities and take the initiative to improve curriculum, instruction, and examination. They facilitate improvements in instruction and student learning (Teacher Leader Model Standards,2011). Teacher leaders have to support colleagues to adopt inclusive pedagogy, help students to attain mastery of each concept, and improve curricular activities. They are required to supervise the implementation of the curriculum and take initiatives to improve the quality of teaching.

The effectiveness of teacher leadership and execution of the above teacher leadership practices solely depends on the support structure that exists in the school. Therefore, the school support structure plays a vital role in the success of teacher leadership.

Teacher Leadership: The Present Scenario

To enhance the effectiveness of the education system and improve the quality of education, a special focus on teacher leadership is needed to prepare the teachers to deal with existing problems like lacking transparency, inadaptability, and incompetency. From the organizational point of view, the number of organizations that help to bring development and empowerment in teacher leaders is very low. The National Institute of Educational Planning and Administration (NIEPA) in partnership with the UK (UKIERI) and the Central Board of Secondary Education (CBSE) with the Australian Council for Educational Research (ACER) has proposed to develop school standards for leadership. They have played a crucial role by organizing workshops for capacity building and effective practices for teacher leaders and promoting good initiative, but this initiative is not sufficient enough for achieving the continuous development of teacher leaders.

India being a developing country, requires a greater responsibility from the teacher leaders to maximize institutional effectiveness and achieve organizational goals. Also, there is a need for a systematic approach to developing teacher leaders as it plays an effective role in children's training and success (Right to Children to Free and Compulsory Education Act, 2009). However, many teachers generally lack formal training for developing their knowledge, which acts as an obstacle to learning skills to exercise leadership. It is also seen that the trained secondary school teachers have higher educational leadership than the untrained teachers, private/unaided secondary school teachers have higher educational leadership than the government school teachers, male teachers have slightly higher educational leadership than female teachers, and rural teachers had slightly higher leadership than urban teachers (Marak,2013). It was also observed that teachers have differences in leadership qualities below 30 years of age and above 30 years of age (Rani,2011)

In this case, future challenges will revolve around how teachers practice leadership in schools, what should be the structure of the school that supports teacher leadership, finding solutions to obstacles that they will face, and how teacher leadership is considered as a role from the perception of the head of the institutions and teachers.

Summary of Review of Related Literature

The investigator referred to a total of 50 studies. The studies have been reviewed from 1998 to 2022. The reviewed literature provided insight into key areas like the development of teacher leaders, the formal role of teacher leadership, sustaining teacher leadership, dimensions of teacher leadership and school climate, the evolution of teacher leadership, teacher induction, and teacher leadership, professional development of teacher leader, educational leadership among secondary school teachers, leadership qualities and emotional intelligence of

teachers, teaching effectiveness as a function of leadership behavior and creativity. Qualitative and quantitative methods were commonly used for research related to teacher leadership. The reviewed literature provided varied research designs that included survey, phenomenology, exploratory research design, mixed method, experimental, and Q-methodology research design.

Out of the literature reviewed, the researcher found that a large strand of research on teacher leadership was conducted abroad. In the Indian context, research is scarce in the area of teacher leadership. The researcher did not come across any Indian studies that focused on teacher leadership practices, barriers, and the role of school structural support for teacher leadership. Hence, the researcher has undertaken the study as teacher leadership practices of secondary school teachers of Bargarh district in Odisha to fill this gap.

Rationale of the Study

Teacher leadership has occupied a central place in the education system for the achievement of educational goals and the enhancement of teaching effectiveness. Besides, it is also helpful in promoting excellence in teaching, and the quality of teachers. The potential and capacity of teacher leaders to lead effectively and work collaboratively can also be improved through teacher leadership. It reduces teacher absenteeism by allowing teachers to make decisions about school (Sickler, 1988). It creates a conducive organizational climate that enhances the job satisfaction of teachers and the academic achievement of students. It also enhances teacher effectiveness by promoting continuous learning and excellence in teaching which improves the quality of teachers. Teacher leadership enhances the capacity of school principals as they can never maximize their effectiveness without harnessing the talents and expertise of teachers in leadership roles. To support educational innovation in school, teacher leaders are flexible in using resources properly. Teacher leadership helps to enhance the capacity of the teachers. It supports classroom teachers in daily activities by identifying and sharing effective practices in the classroom. It encourages subordinates to work collaboratively to solve problems, make decisions, manage conflicts, and support meaningful change. It promotes professional learning for the continuous improvement of teachers. To expand the opportunities for students to learn and improve the education system, it stresses collaboration among families and communities. Therefore, it becomes important for the principal to provide opportunities to practice leadership in school and this needs to be studied.

Teacher leadership practices enable teacher leader to understand their roles and responsibilities properly and develop desired skills for serving it effectively. As leadership is not inborn, it can be acquired and improved through practice. Thus, they should have opportunities to practice leadership skills in school. The structural support in terms of rules and regulations, customs, tradition, and code of conduct that exist in the school hierarchy is important for the teacher leader to practice their leadership ability. Apparently, in the light of developing leadership capacity among teacher leaders, the scope for practicing leadership and sound facilities provided at the school, cannot be ignored. Therefore, it becomes important to study the school structure and opportunities which

are being provided by principals of the secondary school to promote teacher leadership. At the time of practicing leadership in the school, the problems confronted by the teacher leaders are also important to know. Hence, it helps in designing appropriate educational strategies and setting goals for educational organizations to eradicate the barriers to leadership skill development which in turn is helpful for developing students' achievement and promoting school effectiveness.

The available literature on teacher leadership is limited in the Indian context. Most studies focused on the leadership among principals of secondary schools. However, a large strand of literature on teacher leadership is conducted abroad. Out of the literature reviewed the researcher did not come across any study on teacher leadership practices of secondary school teachers of Bargarh district in Odisha. Therefore, the study has been undertaken.

Research Questions

1. How do teachers of secondary schools demonstrate leadership practices in their schools?
2. What is the support structure that facilitates the practice of teacher leadership?
3. What are the barriers for practicing teacher leadership?

SPECIFICATION OF THE PROBLEM

Statement of the problem

“A Study on Teacher Leadership practices of Secondary school teachers of Bargarh District in Odisha”

Objectives of the study

1. To examine the roles and responsibilities of secondary school teachers.
2. To find out the school support structure for Teacher Leadership at the secondary level.
3. To examine Teacher Leadership practices in secondary schools.
4. To identify the problems which come in the way of practicing Teacher Leadership at the secondary level.
5. To measure the perception of teachers and principals towards teacher leadership at the secondary level.

Explanation of the Terms

Roles and responsibilities of teachers

The roles and responsibilities of secondary school teachers include curricular activities, co-curricular activities, administrative duties, and outside-school duties.

School Support Structure

The success or failure of teacher leadership efforts depends on the school support structure. In this study, the school support structure includes school culture i.e., communication pattern, teacher autonomy, school customs, rules, and regulations, and administrative support of the secondary schools which supports teacher leadership.

Teacher Leadership Practice

Teacher leadership practice includes both formal and informal opportunities that teachers have in school to practice leadership. In this study, teacher leadership practices include collaboration with teachers, principals, and the community, mentoring, promoting professional development activities, facilitating classroom practices improvement, improving curriculum, networking, and improving school culture.

Secondary School

It is an institution that provides secondary education as imparted to students of 9th and 10th standards.

Operational definition of the Term

Perception

For the present study, perception means the score obtained from the perception scale for secondary school teachers and the perception scale for secondary school principals developed by the investigator.

METHODOLOGY

Research Design

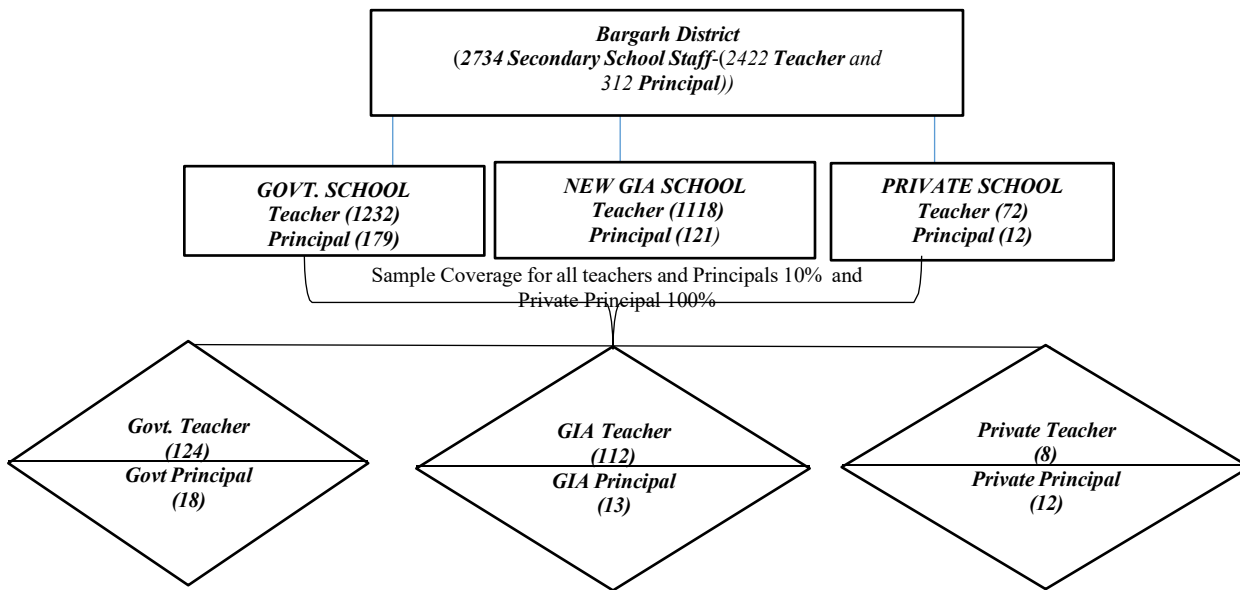
Since the present study is designed to investigate teacher leadership practices of secondary school teachers, a descriptive survey method is adopted.

Population

There are 312 secondary schools in the Bargarh district affiliated with the Board of Secondary Education, Odisha (BSE, Odisha). All teachers and principals of government secondary schools, new GIA (Grant in Aid) secondary schools, and private secondary schools of the Bargarh district of Odisha constitute the population of the present study.

Sample

The sample for the present study were selected by stratified random sampling technique. From the population, 10% of teachers and principals from each category of schools are included in the sample. But, in the case of private school principals, all principals are included as sample. However, the detail regarding sample is given in the flow chart .



From 312 secondary schools of Bargarh district, 179 were government schools, 121 were GIA schools, and 12 were private schools. A total of 2422 teachers and 312 principals worked in 312 secondary schools of Bargarh. From 2422 teachers, a total of 1232 teachers were government teachers, 1118 teachers were GIA teachers, and 72 teachers were private teachers. From 312 principals, 179 principals were government principals, 121 Principals were GIA principals, and 12 principals were private principals. The sample of teachers consisted of 124 government teachers, 112 GIA teachers, and 8 private teachers and the sample of principals consisted of 18 government principals, 13 GIA principals, and 12 private principals. Hence, the final sample for the present study consisted of 244 teachers and 43 principals of secondary schools situated in the Bargarh district of Odisha.

Delimitation of the study

The present study was delimited to teachers and principals of government secondary schools, new GIA (Grant in Aid) secondary schools, and private secondary schools of Bargarh district in Odisha that are affiliated to the Board of Secondary Education, Odisha (BSE Board, Odisha), India.

Description of Tools

For the present study, the following tools were constructed and used by the investigator:

Questionnaire

Three questionnaires were constructed by the investigator to study objective 1, objective 2, and objective 3. All questionnaires included both open-ended questions and close-ended questions.

Questionnaire 1- The questionnaire for objective 1 was designed to examine the roles and responsibilities of secondary school teachers. The questionnaire covered both inside-school duties and outside-school duties of

secondary teachers. It comprised 37 items under four dimensions: curricular activities, co-curricular activities,

administrative duties, and outside-school duties. The questionnaire was given to 3 experts for content validation for language and relevancy.

Questionnaire 2- The questionnaire for objective 2 was designed to find out the school support structure for teacher leadership at the secondary level. The questionnaire comprised 30 items under two dimensions: school culture and administrative support. Further, the dimension of school culture includes communication, autonomy, customs, and rules and regulations. The questionnaire was given to 3 experts for content validation for language and relevancy.

Questionnaire 3- The questionnaire for objective 3 was designed to find out teacher leadership practices in secondary schools. The questionnaire consisted of 35 close-ended items under the seven dimensions of teacher leadership: collaboration with teachers, principals, and community, mentoring, promoting professional development activities, facilitating improvement in classroom practices, improving school culture, networking, and improving curriculum. Each dimension had 5 questions. Each question was consisting five close-ended statements and one open-ended option. There were no correct or incorrect answers incorporated with the questions. Teachers were free to select multiple answers by putting tick marks above the options. The questionnaire was given to 7 experts for content validation for language and relevancy.

Interview Schedule

A semi-structured interview schedule was constructed by the investigator to identify the problems that come in the way of practicing teacher leadership at the secondary level. It included items related to problems of the peer group, problems of support given by the school, problems of support given by principals, and problems of opportunities.

Perception Scale

Two perception scales were constructed by the investigator to find out the perception of teachers and principals toward teacher leadership at the secondary level. Both perception scales were based on the Likert five-point scale. The perception scales had 30 statements on each that were based on 7 dimensions of teacher leadership i.e., collaboration, mentoring, professional development, autonomy, recognition, networking, and culture. Each statement had five alternatives i.e., Strongly Agree (SA), Agree (A), Undecided (UD), Disagree(D), and Strongly Disagree (SDA) with score ranging from 5 to 1. The perception scales were given to 3 experts for content validation for language and relevancy.

Data Collection

The data was collected by the investigator personally through questionnaires, perception scales as well as conducting interviews. The data collection procedure involves the investigator's meeting and visit appraisal with

the principal and teachers at the selected secondary schools of the Bargarh district of Odisha. The investigators requested both principals and teachers to respond to the questionnaires and perception scale. Further, the interview was conducted by the researchers to collect data from the same group of teachers of the secondary school.

Data Analysis

The data collected through questionnaires were analyzed by using frequency, percentage, and content analysis. The data of perception scales were analyzed by calculating frequency, percentage, and intensity index. For the interview data, thematic analysis was used.

Major Findings of the study

A-Roles and Responsibilities of Teachers

Inside School Duties

- All teachers of government schools, GIA schools, and private schools responded positively that they managed time to complete the curriculum. In order to manage time to complete the curriculum in time, the majority of government school teachers and GIA school teachers had made daily lesson plans, whereas the majority of private school teachers made lesson plans as well as taking extra classes.
- In order to ensure the active involvement of students in classroom learning, the majority of government school teachers delivered lessons through the discussion method in the classroom and put questions in between sessions, and most of the GIA school teachers took class tests, whereas most private school teachers followed the discussion method.
- The majority of government school teachers, GIA school teachers, and private school teachers evaluated students' learning progress through daily homework, tests, projects, and assignments.
- The majority of government school teachers identified the learning needs of slow learners by observing students' performance in the classroom and providing individual attention to concerned learners through observation, whereas most GIA school teachers and private school teachers identified the learning needs of slow learners by observing students' performance in the classroom, providing individual attention to concerned learners through observation, meetings with colleagues to identify the areas in which students have difficulties, and meetings with parents to discuss the learning difficulties of students.
- In order to support students with learning difficulties, the majority of government school teachers and GIA school teachers provided remedial classes, whereas most of the private school teachers provided remedial classes, instructional videos or online tutorials, individualized instruction, and incorporated cooperative teaching strategies.

- The majority of government school teachers, GIA school teachers, and private school teachers engaged in setting question papers, making seating arrangements for students, and doing invigilation in the examinations.
- Majority of government school teachers, GIA school teachers, and private school teachers provided constructive feedback for improving the achievement of students through face-to-face discussion about the mistakes of students individually, and making necessary explanations on the corrected assignment. Along with this private school teachers also provided opportunities for classmates' reflections.
- The majority of government school teachers and GIA school teachers organized co-curricular activities in the school. They mostly celebrated national and international days and organized science exhibitions in school, however, most of the private school teachers organized educational tours, art exhibitions, and science exhibitions, as well as celebrated national and international days.
- The majority of government school teachers and GIA school teachers were involved in Vijeta activities, whereas private school teachers were not much involved in Vijeta activities.
- The majority of government school teachers, GIA school teachers, and private school teachers were involved in the admission process and engaged in different admission activities. However, the private school teachers' engagement in admission activities was low as compared to government school teachers, and GIA school teachers.
- In order to ensure the retention of students, the majority of government school teachers organized PTA meetings weekly/monthly, took attendance, and followed up on absentees, and most of the GIA school teachers took attendance, followed up on absentees, whereas most of the private school teachers took attendance, follow up of absentees, and provided extra support to students with learning difficulties.
- The majority of government school teachers, GIA school teachers, and private school teachers were involved in maintaining discipline in the school. Most of the government school teachers maintained discipline in prayer class, classroom, and school areas, and most GIA school teachers maintained discipline in prayer class, classroom, and meetings, whereas most of the private school teachers maintained discipline in prayer class, classroom, school areas, lunch break, exhibitions, and meetings.
- The majority of government school teachers, GIA school teachers, and private school teachers did not engage in lunch break duty.
- The majority of government school teachers, GIA school teachers, and private school teachers organized regular PTA meetings. In PTA meetings, most of the government school teachers and GIA school teachers informed parents about the attendance and learning progress of students and assisted parents about ancillary matters, whereas most of the private school teachers assisted parents about ancillary matters.

- The majority of government school teachers, GIA school teachers, and private school teachers were involved in examination duties in the school. Additionally, most of the government school teachers were involved in the preparation of examination schedules, duty charts, and results, however, most GIA school teachers and private school teachers were involved in the preparation of duty charts and results.
- Most of the government school teachers were involved in maintaining student-attendance records, students' academic records, cashbooks, and making U- Dise reports, however GIA school teachers and private school teachers were involved in maintaining student-attendance records, students' academic records only.
- The majority of government school teachers, GIA school teachers, and private school teachers were involved in distributing books.
- The majority of government school teachers helped in the documentation process of scholarship applicants, whereas most of the GIA school teachers, and private school teachers could not be involved in the scholarship process.
- The majority of government school teachers, GIA school teachers, and private school teachers co-operated in the school health programs of the government to check the health of students.
- The majority of government school teachers, GIA school teachers, and private school teachers could not be involved in the management of the construction work of the school.

Outside School Duties

- The majority of government school teachers, and GIA school teachers evaluated board examination answer sheets, whereas private school teachers could not much involved in outside school activities.
- The majority of government school teachers were involved in election duty, and most of the GIA school teachers were involved in census surveys and election duty, whereas most of the private school teachers could not much involved in miscellaneous duties.

B-School Support Structure for Teacher Leadership

Communication Pattern

- The majority of teachers (99.19%) of government schools, GIA school teachers (90.17%), and private school teachers (87.5%) responded affirmatively that their schools had a culture of open communication.
- The majority of government school teachers (71.77%), private school teachers (87.5%), and the highest number of GIA school teachers (35.71%) used email as the formal communication channel to maintain open communication among stakeholders. However, talking in the teachers' staff room was the most used informal communication channel by most of the government school teachers (57.25%) and GIA school teachers (60.72%).

- Most of the government school teachers (93.54%), GIA school teachers (86.6%), and private school teachers (75%) responded affirmatively that upward communication was allowed in their schools.
- The majority of government school teachers (82.25%), GIA school teachers (83.03%), and private school teachers (50%) replied that the most used communication channel to support upward communication was staff meetings. Additionally, in private schools, digital platforms (Email, social media) as a communication channel were used by most of the teachers (50%).
- All government school teachers (100%), GIA school teachers (100%), and most private school teachers (75%) responded affirmatively that formal meetings were organized regularly in their schools. The formal meetings were organized mostly once a month for the staff according to most of the government school teachers (63.7%) and the highest number of GIA school teachers (47.32%), whereas the majority of private school teachers (50%) responded that formal meetings were organized once in a week.
- The majority of government school teachers (91.93%), GIA school teachers (92.85%), and private school teachers (87.5%) responded affirmatively that informal meetings were organized in the schools to discuss their new ideas.

Teacher Autonomy

- Most teachers (95.15%) of government schools, teachers (83.03%) of GIA school teachers, and all teachers (100%) of private schools responded affirmatively that teacher autonomy was encouraged in their schools. Most of the private school teachers responded that they had curriculum autonomy, assessment autonomy, and classroom management autonomy, whereas the majority of teachers of government schools had classroom management autonomy and collaboration autonomy, and most teachers (63.39%) of GIA schools had classroom management autonomy only.

School Customs

- The majority of government school teachers, GIA school teachers, and private school teachers responded affirmatively that the customs of their schools support teacher leadership practices. However, the majority of government school teachers, GIA school teachers, and all private school teachers stated that the principle of ‘no blame innovation’ is not followed when teachers take initiative. Additionally, the majority of teachers of all categories of schools denied about peer-coaching.

Rules and Regulations

- The majority of government school teachers, GIA school teachers, and private school teachers responded affirmatively that all stakeholders i.e., principals and teachers as well as SMC members were majorly involved in setting rules and regulations for the school.

- The majority of government school teachers, GIA school teachers, and private school teachers responded affirmatively that administrators and teachers were jointly assigned duties to teachers, and only administrators could also assign duties as well.

Administrative Support

Support for Leadership skill Development

- The majority of teachers (87.9%) of government schools, teachers (81.25%) of GIA schools, and teachers (87.5%) of private schools responded that leadership development programs had been organized in their schools. Further, the Majority of government school teachers (58.06%) organized professional meetings, whereas most GIA school teachers (53.57%) organized conferences, and private teachers (87.5%) organized workshops in the school for leadership development.
- The majority of government school teachers (50.8%) responded that workload management skill was prioritized in leadership development programs, whereas most of the private school teachers replied building confidence among colleagues was the major skill in leadership development programs.
- Most private school teachers (62.5%) and the highest number of government school teachers (46.77%) responded that they had availed leadership skill development programs once a year.
- The majority of teachers (95.16%) of government schools, teachers (94.64%) of GIA schools, and teachers (87.5%) of private schools responded that school administrators had shared leadership responsibilities with them.
- The majority of government school teachers and GIA school teachers responded that leadership responsibility shared by school administrators was leading professional development for colleagues and leading meetings within a team. However, most private school teachers replied that leading professional development for colleagues was the leadership responsibility shared by school administrators.
- The majority of teachers (95.16%) of government schools, teachers (84.82%) of GIA schools, and all teachers (100%) of private schools responded that school principals had mentored teachers for leadership tasks.

Support in taking Initiatives

- Most of the teachers (95.16%) of government schools, teachers (94.64%) of GIA schools, and teachers (87.5%) of private schools responded that school administration had supported them in taking initiatives.
- The majority of government school teachers, GIA school teachers, and private school teachers responded that they got strong support from the principal, SMC members, and supporting staff (Attendant, Peon) in taking initiatives.

- The majority of government school teachers (76.61%), GIA school teachers (59.82%), and private school teachers (87.5%) responded that they got moral support from the school administration.
- The majority of teachers (69.35%) of government schools, teachers (35.71%) of GIA schools, and teachers (12.5%) of private schools responded that the available resources were sufficient for taking initiatives.

Involve in making Decisions

- Most of the government school teachers (91.12%), GIA school teachers (71.42%), and private school teachers (87.5%) replied that the decisions of schools were made by principals and teachers together.

Support for Networking

- Most of the teachers (91.93%) of government schools, teachers (63.39%) of GIA schools, and all teachers (100%) of private schools responded that they had facilitated networking in district-level networks in school.
- The majority of teachers (73.38%) of government schools, teachers (63.39%) of GIA schools, and teachers (62.5%) of private schools responded that schools had built partnerships with experienced leaders from stakeholders and community members.
- Most government school teachers responded that they had mainly built partnerships with parents of students and Teachers of neighborhood schools, however, most of the GIA school teachers and private school teachers built partnerships with parents only.
- The majority of teachers (83.06%) of government schools, teachers (77.67%) of GIA schools, and all teachers (100%) of private schools responded that the partner(s) had helped in building leadership skills in them.
- The majority of private school teachers responded that teachers of neighborhood schools and parents had provided funds for the school. However, the highest number of government school teachers and GIA school teachers replied that parents had provided funds for the school.

C-Teacher Leadership Practices

Collaboration with Teachers, Principals, And Community

- The majority of government school teachers (60.48%) appreciated the customs of their colleagues whereas, most of the GIA school teachers (75%) and private school teachers (87.5%) appreciated the beliefs/faiths of their colleagues for enhancing effective communication among colleagues.
- It was found that the majority of government school teachers (82.25%) and GIA school teachers (60.71%) have shared workload to develop team spirit among teacher colleagues whereas, in the case of private school teachers (75%) they organized community service programs.

- Most of the government school teachers (71.77%), GIA school teachers (69.64%), and private school teachers (75%) discussed the issue with colleagues, understanding each other's point of view to resolve conflict.
- Most government school teachers (70.16%) and private school teachers (87.5%) oriented parents through discussion to provide psychological and emotional support for their children however, most GIA school teachers (61.6%) informed parents about their children's strengths and weaknesses for the holistic development of students.
- The majority of government school teachers (52.41%) and GIA school teachers (56.25%) made a plan of action for integrating explicit values into their daily classroom activities whereas, most of the private school teachers (75%) helped colleagues to recognize ideal students and reward them in public and made a plan of action for integrating explicit values into their daily classroom activities to instill values in children in the school.

Mentoring

- To provide psychological support to newly joined colleagues, most government school teachers (58.87%) fixed meetings of colleagues with experienced teachers periodically to discuss the problems they confronted in schools while most of the teachers of GIA schools (63.39%) and teachers of private school (87.5%) facilitated new teacher colleagues to work with experienced colleagues in a mutually supportive environment.
- The majority of government school teachers (67.74%), and GIA school teachers (69.64%) helped colleagues in effective time management of their schedule to reduce stress of colleagues but most of the private school teachers (75%) conducted yoga workshops along with helping colleagues in effective time management of their schedule.
- Most of the government school teachers (57.25%) assisted colleagues in setting short-term and long-term goals with deadlines, most teachers (58.92%) of GIA schools assisted colleagues in planning lessons, whereas most private school teachers (62.5%) guided colleagues to do annual curriculum planning, assisted colleagues in planning lessons (academic tasks) timely, and guided colleagues in prioritizing their tasks on priority basis to help colleagues to manage time effectively.
- The majority of government school teachers (62.9%), and GIA school teachers (63.39%) facilitated space (i.e., study tours, picnics, outings) to build strong relation with students to assist colleagues for improving behavior in students, whereas most private school teachers (75%) facilitated training by peers in the school along with facilitated space (i.e., study tour, picnic, outing) to build strong relation with students.

- The majority of government school teachers (64.51%), and GIA school teachers (71.42%) provided psychological and emotional support to try new things whereas private school teachers (75%) shared innovative ideas as well as provided psychological and emotional support to try new things.

Promoting Professional Development Activities

- Most government school teachers (60.48%), GIA school teachers (62.5%), and private school teachers (87.5%) discussed with teacher colleagues to identify the professional development needs of colleagues by teachers.
- The majority of government school teachers (50%) and GIA school teachers (52.67%) organized conferences in school while most private school teachers (87.5%) stated that they organized workshops in school for the professional development of teachers.
- Most teachers (58.06%) of government schools urged colleagues to attend programs for continuing professional development. Similarly, the highest number of teachers (49.1%) of GIA school teachers acquainted colleagues with adequate knowledge sources whereas most of the private school teachers (75%) facilitated colleagues with professional literature (i.e., journals, research papers, books) to encourage colleagues to be lifelong learners.
- The majority of government school teachers (53.22%), and GIA school teachers (56.92%) provided opportunities to lead cultural events of the school whereas most of the teachers (87.5%) of private schools facilitated leading small study groups of colleagues for providing opportunities to colleagues for exercising leadership.
- Most teachers (56.45%) of government schools and the highest number of teachers (50%) of private schools helped their colleagues in technology handling whereas, the highest number of the teachers (50%) of GIA schools acquainted colleagues with e-resources related to the teaching-learning process to develop digital literacy among colleagues.

Facilitating Improvement in Classroom Practices

- The majority of government school teachers (75.8%), GIA school teachers (53.57%), and all private school teachers (100%) assisted colleagues in integrating new technology into classroom instruction to improve the pedagogical practices of colleagues.
- The majority of the government school teachers (52.41%) provided constructive feedback to colleagues by analyzing the achievement of students whereas most of the teachers (66.96%) of GIA schools and the highest number of teachers (50%) of private schools provided constructive feedback to colleagues based on parents' feedback in PTA meeting.

- The majority of teachers (50.8%) from government schools, and teachers (87.5%) from private schools shared some specific experiences related to classroom issues management to assist colleagues in classroom management to assist colleagues in classroom management whereas, most of the teachers (63.39%) of GIA schools assisted colleagues to arrange the physical environment appropriately.
- The majority of teachers (50%) of government schools assisted colleagues in using assistive technology for disabled students in the classroom and most of the teachers (57.14%) of GIA schools assisted colleagues to provide freedom to students to jointly explore ideas to solve problems, whereas, most of the teachers (87.5%) of the private school gave tips to colleagues to maintain constant communication with each student through frequent interaction and helped colleagues to diagnose the learning difficulties of students for improving learning outcomes.
- The majority of government school teachers (70.96%) acquainted colleagues with learning support staff/school personnel for their assistance while most of the GIA school teachers (51.78%) and private school teachers (75%) acquainted their colleagues with available resources to assist colleagues to use resources effectively.

Improving School Culture

- The majority of teachers (54.03%) of government schools involved students in making ground rules for classroom management, most of the GIA school teachers (69.64%) oriented students about the rules and regulations of school whereas most of the teachers (75%) of private school involved colleagues in framing code of conduct for teachers as well as oriented students about the rules and regulations of school for improving the school discipline.
- The majority of teachers (58.06%) of government schools encouraged students to provide feedback on the school climate and most of the teachers (69.64%) of GIA schools recognized the effort and hard work of colleagues in Parents Teachers Association meetings, whereas most of the private school teachers (75%) introduced activities that required students of different classes to accomplish a task, encouraged students to provide feedback on the school climate, and arranged social gatherings for colleagues to create a positive school culture.
- Most government school teachers (60.48%), GIA school teachers (61.6%), and private school teachers (62.50%) provided colleagues with the opportunity to lead activities as per their potential to create a supportive climate in school that provides job satisfaction to colleagues.
- The majority of government school teachers (56.45%), GIA school teachers (65.17%), and private school teachers (75%) inspired colleagues to show a genuine interest in the lives, hobbies, activities, and difficulties of their students in order to help colleagues to build good rapport with students.

- The majority of teachers (58.87%) teachers of government schools conducted SWOC analysis jointly with colleagues, the highest number of GIA school teachers (41.96%) arranged a special period for orientating students on safety whereas, the majority of private school teachers (62.5%) conducted SWOC analysis jointly with colleagues as well as arranged a special period for orientating students on safety to foster a culture of safety in school.

Networking

- Most of the teachers (55.64%) of government schools arranged family events in the school to acquaint parents with the school's goal whereas, the majority of GIA school teachers (56.25%) and private school teachers (50%) initiated a function in the school that allows both students and their parents to participate for engaging parents in their children's learning.
- The majority of government school teachers (52.41%) helped colleagues to create a conducive school environment that develops patience and learning zeal among learners, whereas most of the GIA school teachers (56.25%) guided teachers to integrate life skills with core subjects through activities that develop learners' life skills to make students good citizens. Similarly, the highest number of private school teachers (37.5%) initiated training for parents and community members to serve as mentors for students, helped colleagues to create a conducive school environment that develops patience and learning zeal among learners, and guided teachers to integrate life skills with core subjects through activities that develop learners' life skills to make students good citizens.
- The highest number of government school teachers (49.19%) invited neighborhood colleagues to examine the practices of the school, whereas most of the GIA school teachers (68.75%) and private school teachers (62.5%) designed a policy for student discipline that rewards students for assuming responsibility for their own and others' behavior to reform school culture.
- Most of the government school teachers (58.87%) organized online communities (i.e., Edmodo, Google Classroom) whereas, the highest number of teachers (48.21%) of GIA schools and most teachers (62.5%) of private school-initiated teacher exchange program by building good relation with other schools to facilitate networking with neighborhood colleagues.
- The highest number of government school teachers (44.35%), organized school-wise talent shows for fund-raising whereas, the highest number of teachers (34.82%) of GIA schools and teachers (37.5%) of private schools facilitated donation alumni meet for fund-raising.

Improving Curriculum

- The highest number of government school teachers (47.58%), helped in acquiring resources required for inclusive pedagogy, and the highest number of GIA school teachers (40.17%) boosted the self-confidence

of colleagues in supporting them to adopt inclusive pedagogy whereas the highest number of private school teacher (50%) hand-held colleagues to implement inclusive pedagogy and helped them in planning pedagogical practices.

- The majority of government schoolteachers (69.35%), and GIA school teachers (74.1%) helped colleagues to facilitate remedial classes whereas, the majority of private school teachers (62.5%) assisted colleagues in organizing extramural lectures for students to help students to attain mastery in each concept.
- The majority of government school teachers (51.61%) welcomed the innovative teaching strategies for supporting colleagues to improve curricular activities whereas, most of the GIA school teachers (52.67%) and private school teachers (87.5%) organized meetings with colleagues periodically to plan curricular activities and implementation procedures.
- The highest number of government school teachers (46.77%) monitored the implementation of the school curriculum of your class concerning learner needs to supervise the implementation of the curriculum whereas, the majority of teachers (69.64%) of GIA school monitored the learner's progress periodically of their class. Similarly, most private school teachers (75%) monitored the learner's progress periodically of their class and analyzed parents' feedback on school activities to supervise the implementation of the curriculum.
- The majority of teachers (54.83%) of government schools and teachers (50.89) of GIA schools facilitated personalized learning for students whereas, most of the teachers (62.5%) of private schools implemented a procedure that enables teachers to observe expert classrooms to obtain ideas to improve the quality of teaching.

D-Problems faced by Teachers in Practicing Teacher Leadership

- The problems faced by secondary teachers while practicing leadership were 1) lack of principal support which included limited authority, autocratic leadership style, limited autonomy, less opportunity to lead, insufficient resource allocation, traditional organizational structure, lacking upward communication, 2) lack of peer group support i.e., packed schedule, jealousy, toxic relationship, differentiated views, 3)time constraint i.e., excess workload, excess administrative work, 4) less opportunities i.e., school politics and discrimination on the ground of category (physically challenge and caste category), 5)financial constraints. 6) job policy, and salary policy.

E- Perception of Teachers and Principals towards Teacher Leadership

- The secondary teachers had favorable perceptions towards teacher leadership at the secondary level.
- The secondary principals had favorable perceptions towards teacher leadership at the secondary level.

Implication of The Present Findings

- The findings of the study will contribute to guide policy actions for *solving the existing complex problems* and to create *a vibrant learning culture* in school that encourage and support teacher leadership practices.
- School principal can design appropriate educational strategies for leadership skill development of teachers.
- Inservice training providers i.e., DIETs, SCERT can design appropriate leadership skill development programme for teachers.

Suggestions For Further Research

- A Study on teacher leadership practices may be conducted at the primary or higher secondary level.
- A Study on teacher leadership practices of secondary school teachers of KBK district can be conducted.

Conclusion-

It is clear from the findings of the present study, teachers accomplish the duties assigned to them as a part of their roles. Besides their roles, teachers have taken initiatives to improve practices of the schools. The structure of the schools supported teachers to practice leadership. The structure of private schools was more supportive than GIA, and private schools to practice leadership. The study was also examined the teacher leadership practices of teachers of government, GIA, and private secondary schools. It has been found that the private school teachers involved more in leadership practices than the government teachers and GIA school teachers. The problems faced by secondary teachers while practicing leadership were limited authority, autocratic leadership style of principals, limited autonomy, less opportunity to lead, insufficient resource allocation, traditional organizational structure, lacking upward communication. The problems related to peer group support were packed schedule, jealousy, toxic relationship, differentiated views. Besides this, time constraint, financial constraint, job policy, and salary policy were major problems faced by teachers in practicing leadership. The perception of the teachers and principals were found favorable towards teacher leadership. The findings of the study are helpful in designing appropriate educational strategies and setting goals of educational organizations for eradicating the barriers of leadership skill development as well as practicing leadership which in turn helpful for developing students' achievement and promoting school effectiveness.

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