

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

**AN**

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## 1.0 Introduction

A school is meant for educating students with the aim of promoting holistic development. It demands a conducive environment at school. The government of India has taken policy initiatives to provide a conducive environment through reforming school culture. Successful implementation of school reforms depends on key individuals of schools who manage change. Reforms are also needed to improve the performance of the school. Many researches have shown that school leadership is fundamental for school improvement. Every school has the human resources and material resources for the purpose of achieving 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 principals 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 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. 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 for serving 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.

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 towards teacher leadership will guide policy actions to eradicate the existing complex problems and enhance school effectiveness.

The recommendations of different committees, commissions, curriculum frameworks and policy initiatives have put a great emphasis on the importance of teacher leadership.

## **1.1. A Synthesis on 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), Secondary Education Commission (1952-53), Education Commission (1964-66), National Curriculum Framework for Teacher Education (2009), National Knowledge Commission (2007), Programme of Action (POA, 1992).

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.

For effective teacher leadership, capacity building of teachers needed to be enhanced. Various commissions, committees, and frameworks have given recommendations. Secondary Education Commission (1952-53) stated that the Central Government ought to take on more responsibility in some areas of secondary education, such as teacher training. It also advocated to provide in-service training to teachers. Education Commission (1964-66) strongly recommended for facilitating continuous professional education for teachers through various agencies. National Knowledge Commission (2007) stated the main issue that has to be addressed in order to reap the benefits of higher quality and expanded access through OER is faculty development and teacher training. National Curriculum Framework for Teacher Education (2009) highlighted the importance of professional education of secondary teachers. It stated IASEs should be strengthened so they can better support secondary teachers' professional growth as its primary responsibility have to facilitate in-service training. Programme of Action (POA, 1992) recommended for professional learning of secondary teachers. It assigned SCERTs with the responsibilities of planning, sponsoring, monitoring, and evaluating the in-service education programme for all levels of teachers.

National Curriculum Framework (2005) and National Education Policy (2020) have strongly recommended about teacher leadership. The policy guidelines make it clear that schools should assist deserving teachers in taking leadership positions in accordance with their areas of expertise and assist them in finding chances for capacity building to carry out their new duties successfully. It was also highlighted that school administrators should provide platforms for teachers to consistently improve their leadership and management abilities and share best practices. Therefore, they recommended professional learning for teachers to carry out their roles effectively in schools. Various commissions, committees, and frameworks have given recommendations for professional development of teachers. The Secondary Education Commission (1952-53) and Education Commission (1964-66), the National Curriculum Framework for Teacher Education (2009), Programme of Action (POA, 1992) and National Knowledge Commission (2007) have focused on in-service training, professional development initiatives, teaching effectiveness and capacity building programs.

## **1.2. Theoretical Underpinning: Insight into the Foundation of Teacher Leadership**

There are several difficulties to identify the theoretical foundation of teacher leadership of its own. The theories on teacher leadership are drawn from other leadership theories in the absence of specific theories. 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, 2008). Constructivist leadership theory based on learning among adults with shared goals and visions. This 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). The social identity theory states a teacher is identified by others as a leader if they possess leadership qualities. 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. This theory advocates that a leader's primary concern should be serving to others. Transformational leadership theory stressed on constant interaction of leaders and followers to attain particular goals.

To summarize, these theories emphasized 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. They stress on the interdependency of the various roles and responsibilities of principals and teachers to build internal

capacity for development, which leads to the success of the organization. Teacher leadership sharply emerged from the 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. Thus, the concept of teacher leadership emerged from the theories of leadership.

### **1.3 Teacher Leadership: Meaning and Concept**

Many researchers and institutions have defined teacher leadership in many ways. According to Danielson (2006) “Teacher Leadership is the set of skills demonstrated by teachers who continue to teach students, but also have an influence that extends beyond their own classrooms to others within their own school and elsewhere. It entails mobilizing and energizing others with the goal of improving the school’s performance of its critical responsibilities related to teaching and learning”.

Katzenmeyer and Mollar (2001) defined “Teacher leadership as “teachers who are leaders within and beyond the classroom, identify with and contribute to a community of teacher leaders and leaders and influence each other towards improved practice”. Crowther et al. (2002) conceptualized teacher leadership as parallel leadership: “parallel leadership encourages a relatedness between teacher leaders and administrator leaders that activates and sustains the knowledge-generating capacity of schools. Murphy (2005) defined “Teacher leadership as a teacher with responsibility, a sense of vision and working towards it”. Sintz (2006) defined “Teacher leadership as a teacher who assume leadership role and works outside classroom, while either still working in the classroom or the role can take over their regular job”. Muijs & Harris (2007) identified five dimensions of teacher leadership: shared decision-making, collaboration, active participation, professional learning, and activism.

In a nutshell, teacher leadership is an umbrella term that includes a wide range of work of teacher leaders to achieve 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 need 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.

### **1.4 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.

Confidence is an important quality of teacher leaders. 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). 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-taker, 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). Teacher leaders should be reflective, collaborative, and flexible. They should be possessed good listening skills and should enjoy their collaborative work (Augustine and Shaw, 2015). Teacher leaders are experts in their subjects, who possess a deep understanding of their subject contents as well as pedagogical practices. The teacher leaders need to possess greater communication skills for effective listening, operative effectiveness, sound presentations, and dramatic effect. 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.

Hence 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. It can only be possible if the support structure of the school allows them to practice leadership skills. Thus, teacher leadership practices are highly essential to develop the required skills and competencies among teacher leaders. 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.

### **1.5 Teacher Leadership: Importance**

Teacher leadership helps transform schools that 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 for performing 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). Furthermore, teacher leadership may create the workplace environment more democratic (Hart, 1995). The fulfillment of goals (such as the development of broad thinking, problems solving scientifically, reading, and writing critically among the students), demands a change in teaching and learning processes as well as staff collaboration and experimentation

with 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.

In order to understand the functions of teacher leaders comprehensively, we cannot ignore the significance of the model of teacher leadership.

## **1.6 Teacher Leadership: Model**

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

### **1.6.1. Teacher Leader Model Standards (2011)**

The teacher leader model standards developed by a group of educators in U.S.A in 2011. This model emphasizes new organizational structures and roles in the school for meeting the needs of 21st-century learners successfully. The model consists of seven domains, each domain has some specific activities for a teacher leader which are given below:

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. However, this model of teacher

leadership provides an in-depth understanding of the functions of teacher leaders. In order to execute these functions, different practices are required to be carried out by teacher leaders.

The Teacher Leader Model Standards highlighted the different roles and functions that teacher leaders can perform.

### **1.7. Roles and Responsibilities of Teachers**

Teachers play a variety of 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 other roles are surrounded by classroom-related functions like planning, communicating goals, and regulating activities. As leaders, they may 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, teachers 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. Teachers 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. Apart from the above-highlighted roles that the teachers 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 perform their roles effectively as leaders, a conducive school support structure is required.

### **1.8. School Support Structure for Teacher Leadership**

School administrators should provide the required support to teacher leaders to lead 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 improved and teacher leaders are better able to contribute to the professional development of their colleagues (Symlie & Perry, 1998).

Principals should share leadership responsibilities with teachers and create opportunities for them to lead different activities of schools. The school culture should provide empowerment and autonomy are two contributing factors to the success of teacher leadership. They should have autonomy (i.e., curriculum autonomy, professional development autonomy, assessment autonomy, classroom management autonomy, collaboration autonomy). Teachers should be empowered to take initiative and the required support and resources should be 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. Taking decisions on important matters should be based on a collective approach. Principals should involve teachers in framing the code of conduct and policies of the school. 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 to accomplish their roles effectively.

### **1.9. 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. It is required to prepare the teachers to deal with existing problems like lack of transparency, inadaptability, and incompetency. From the organizational point of view, the number of organizations that help to bring development and empowerment in teachers for leadership is less. 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) have proposed to develop school standards for leadership. They have played a crucial role by organizing workshops for capacity building and effective practices for teacher as leaders, 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). Though the government has taken different initiatives to improve the quality of secondary education, however, the status of secondary education in Odisha is not satisfactory in terms of basic facilities, teachers’ qualifications, and teachers’ competencies. Many schools lack electricity, separate restrooms for boys and girls, drinking water facilities, and playgrounds (Dash, 2015). Most secondary schools in Odisha lack e-Pathshala accessibility. 52% of schools did not have science laboratory and 82% schools did not have computer laboratory (Behera, 2023). 56.7% teachers used effective teaching-learning strategies and 56.6% of teachers sometimes use TLMs ( Mallick , 2023).

In addition to that, 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 21 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.

### **1.10. 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 leaders collaborate 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 leader collaborate with colleagues, families and community to develop comprehensive strategies to address the diverse educational needs of families and the community Teacher Leader Model Standards,2011).

#### **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 supports to colleagues for individual reflection and professional growth as a mentor or coach (Teacher Leader Model Standards,2011).

#### **Promoting Professional Development Activities**

Teacher leaders promote professional learning for 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 (TLEC, 2010, p. 41).

### **Facilitating Improvement in Classroom Practices**

Teacher Leaders take initiatives for improving 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, and reforming school culture, taking initiatives to make students ideal citizens, facilitating networking with neighbor colleagues, and raising funds for school.

### **Improving Curriculum**

Teacher leaders should always search for opportunities and take initiatives 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.

## 2. Rationale of the Study

Nowadays, several policies and frameworks have been formulated worldwide to enhance school effectiveness. It is generally believed that school principals are mostly responsible for school effectiveness. Consequently, it has been seen that largely leadership of school principals has been studied. However, teachers are also involved in a lot of leadership practices outside the classroom and in the schools. School teachers have led various activities and taken initiatives to improve school functions. It has been seen that teachers contribute a lot beyond their assigned roles. So it is imperative to study the roles and responsibilities of secondary teachers to know whether teachers are overburdened by their additional responsibilities, are their roles blurred or ambiguous. Therefore, it needs to be examined whether teachers of government, GIA, and private schools have time to practice leadership, and whether are they involved in some leadership practices beyond their defined roles.

Teacher leadership is a powerful catalyst for enhancing collaboration among school staff. By modeling collaborative practices, and fostering open communication, teacher leaders help to build a school environment where teachers are more willing and able to work together. This collaboration ultimately leads to improved teaching practices, enhanced professional development, and better student outcomes. Collaboration among teachers was necessary for improvement (Doyle,2000). Collaboration may be different in government, GIA, and private schools, which needs to be studied.

Teacher leadership itself serves as a professional development pathway that offers teachers opportunities to develop leadership skills. Teacher leaders may identify what are the different needs of colleagues and take the initiative to provide continuous professional development opportunities accordingly. The professional development initiatives taken by secondary teachers in different management types needs to be examined. Mentoring is an important leadership skill, teacher leaders may mentor teacher colleagues to exercise their leadership skills. Thus, it is imperative to study whether these mentoring practices are being exercised by the teachers in different management types.

Job satisfaction of teachers depends on the culture of the schools. In all three kinds of schools i.e., government, GIA, private schools the culture of the school is different. The culture may be democratic, authoritative, inclusive, or open culture. School culture greatly influence teacher performance. Teacher leaders may take initiatives to improve the school culture which required investigation.

Teacher leadership plays a vital role in improving curriculum. Teacher leaders may support colleagues to improve curricular activities and adopt inclusive pedagogy in various ways. They may supervise the curriculum implementation and take initiatives to improve the quality of teaching.

Networking is essential to improve schools. It plays a vital role in fostering connections, collaboration, and resource-sharing among educators, administrators, students, and the wider community. Networking provides educators with a support system where they can share experiences, seek advice, and gain emotional and professional encouragement. Thus, the feelings of isolation among teachers can be reduced and contribute to a positive school culture. Teacher leaders may initiate networking with outside school teachers. Therefore, the networking practices by government, GIA, and private teachers need to be examined.

Teacher leadership practices are also needed for school improvement. The structural support in terms of communication patterns, and school customs, that exist in the school hierarchy should allow teachers to practice leadership at schools. Apparently, in the light of developing leadership capacity among teacher leaders, the scope for practicing leadership and adequate facilities provided at the school, cannot be ignored. Therefore, it becomes important to study the school structure and opportunities that are being provided by principals of secondary schools to promote teacher leadership. At the time of practicing leadership in the school, the problems confronted by the teachers 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.

Out of the literature reviewed, it was seen that research 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.

### **3. 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?

### **4. Statement of the problem**

A Study on Teacher Leadership Practices of Secondary School Teachers of Bargarh District in Odisha

### **5. 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.

## **6. Explanation of the Terms**

### **1.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.

### **2.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.

### **3. Teacher Leadership Practices**

Teacher leadership practice includes the 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.

### **4.Secondary School**

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

## **7. Operational definition of the Term**

### **1.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.

## **8. Delimitation of the study**

1. The present study will be delimited to teachers and principals of government secondary schools, new GIA (Grant in Aid) secondary schools, private secondary schools of Bargarh district in Odisha, India.

2. The present study will be delimited to government secondary schools, new GIA (Grant in Aid) secondary schools, private secondary schools that are affiliated to the Board of Secondary education, Odisha (BSE Board, Odisha).
3. The present study will be delimited to seven dimensions of teacher leadership including collaboration with teachers, principals, and the community, mentoring, promoting professional development activities, facilitating classroom practices improvement, improving curriculum, networking, and improving school culture.

## **9. Review of Related Literature**

The investigator referred to a total of 48 studies. The studies have been reviewed from 1998 to 2022. The studies were categorized based on the nature and types of study. The reviews have been classified into the following five themes:

1. Studies related to Perceptions and Attributes of teacher leadership.
2. Studies related to the school support structure for teacher leadership.
3. Studies related to teacher leadership practices.

### **9.1. Implication for the Present Study**

Out of the literature reviewed, the researcher found that a large strand of research on teacher leadership were conducted abroad. The above review of related literature provided an insight into the key areas like key attributes for 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. In the Indian context, there is scarcity of researches 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.

## **10 Plan and Procedure of the study**

### **10.1 Research Design of the Study**

The present study adopted a descriptive survey research design.

## 10.2 Population

All teachers and principals of government secondary schools, GIA (Grant in Aid) secondary schools, and private secondary schools of Bargarh district of Odisha affiliated to BSE board were constituted the population of the present study.

## 10.3 Sample

The sample for the present study was selected by stratified random sampling technique. There are 1232 teachers and 179 principals working in 179 government schools, 1118 teachers and 121 principals working in 121 GIA schools, and 72 teachers and 12 principals working in 12 private secondary schools. From 1232 government teachers and 179 government principals, 10% of teachers and principals i.e., 124 teachers and 18 principals were selected randomly through the lottery method and were included in the sample. From 1118 GIA teachers and 121 GIA principals, 10% of teachers and principals i.e., 112 teachers and 13 principals were selected randomly through the lottery method and were included in the sample. From 72 private school teachers, 10% of teachers i.e., 8 teachers were selected randomly through the lottery method and were included in the sample. From 12 private school principals, 100% of principals i.e., 12 private school principals were taken as sample. The final sample constituted of 124 government teachers, 112 GIA teachers, 8 private school teachers, 18 government principals, 13 GIA principals, and 12 private school principals of secondary schools of Bargarh district of Odisha. Thus, the final sample for the present study constituted 244 teachers and 33 principals of secondary schools of Bargarh district of Odisha.

## 10.4. Tools and techniques for Data collection

- A questionnaire was constructed to examine the roles and responsibilities of secondary school teachers and was given to 3 experts for content validation for language and relevancy.
- A questionnaire was constructed to find out the school support structure for teacher leadership at the secondary level and was given to 3 experts for content validation for language and relevancy.
- A questionnaire was constructed to examine teacher leadership practices in secondary schools and was given to 3 experts for content validation for language and relevancy.
- A semi-structured interview schedule was constructed to identify the problems which come in the way of practicing teacher leadership at the secondary level and was given to 3 experts for content validation for language and relevancy.
- Two perception scales were constructed to find out the perception of teachers and principals towards teacher leadership at the secondary level and was given to 3 experts for content validation for language and relevancy.

## **10.5. Data Collection Procedure**

Investigator took permission from District Education Officer of Bargarh district to collect data from the selected secondary schools i.e., government schools, GIA schools, and private schools. The permission for data collection was obtained from principals of selected secondary schools. The investigator personally visited the selected government schools, GIA schools, and private schools. The data was collected from selected teachers and principals from secondary schools during academic session 2023-24 (from September to November). The tools i.e., questionnaires and perception scale were administered to the teachers. The questionnaires and perception scale were collected on the same day. Additionally, semi structured interview was conducted with teachers of government, GIA, and private schools to collect data about the problems confronted by them in practicing leadership in secondary schools. Perception scale was administered to the principals of secondary schools i.e., government schools, GIA schools, and private schools to find out their perception toward teacher leadership.

## **10.6. Procedure of Data Analysis:**

A detailed description of data analysis techniques in accordance with objectives are given below:

### **Data Analysis related to Objective 1 ,2, &3**

Questionnaires were used to study the roles and responsibilities of teachers, school support structure for teacher leadership, and teacher leadership practices at secondary level. Descriptive statistics viz. frequency, and percentage were used to analyzed the data of closed-ended options of questions. However, content analysis was used to analyzed the data gathered from open-ended options.

### **Data Analysis related to Objective 4**

To identify the problems which come in the way of practicing Teacher Leadership at the secondary level, semi structured interview was conducted with teachers. The qualitative data of interview were analyzed through content analysis.

### **Data Analysis related to Objective 5**

To measure the perception of teachers and principals towards teacher leadership at the secondary level, two perception scales were used. Descriptive statistics e.g., frequency, percentage, intensity index was used to analyzed the data collected through perception scale of teachers and perception scales of principals as well. Intensity index was calculated for each statement and average intensity index was calculated for each dimension.

## 11. Major Findings of the Study

### Roles and Responsibilities of Teachers

#### DIMENSION 1: CURRICULAR ACTIVITIES

- All teachers (100%) of government schools, GIA schools, and private schools replied positively that they managed time to complete the curriculum. Overall, all government, GIA, and private school teachers responded that they managed time to complete the curriculum.
- In order to manage time to complete the syllabus in time, the majority of government teachers and GIA teachers had made daily lesson plan, whereas the majority of private school teachers made lesson plan as well as took extra classes.
- The majority of government school teachers delivered lessons through the discussion method in the classroom and asked questions in between sessions, and most of the GIA school teachers took class tests, whereas most private school teachers followed the discussion method in classroom transaction. Overall, less than half teachers followed discussion method and asked questions in between session.
- The majority of government teachers, GIA teachers, and private school teachers evaluated students' learning progress through daily homework, tests, projects, and assignments. Overall, majority of teachers provided daily homework, projects, assignments and conducted tests.
- The majority of government 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 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, conducting meetings with colleagues to identify the areas in which students have difficulties, and conducting meetings with parents to discuss the learning difficulties of students. Overall, majority of teachers provided individual attention to concerned learners through observation, and observed students' performance in the classroom.
- The majority of government teachers and GIA 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 to support students with learning difficulties. Overall, teachers provided remedial classes.
- The majority of government school teachers, GIA school teachers, and private school teachers engaged in setting question papers. Overall, 61.47% teachers had engaged in setting question papers, whereas 38.52% teachers had not engaged in setting question papers.

- The majority of government school teachers, GIA school teachers, and private school teachers were engaged in making seating arrangements for students. Overall, most teachers (82.78%) were engaged in making seating arrangements for students.
- The majority of government school teachers, GIA school teachers, and private school teachers engaged as invigilator in the examinations. Overall, most teachers (92.62%) served as invigilators in the examination.
- Majority of government 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. Overall, most teachers conducted (68.85%) face-to-face discussion about the mistakes of students individually.

## **DIMENSION 2: CO-CURRICULAR ACTIVITIES**

- The majority of government, GIA teachers, all private school teachers organized co-curricular activities in the school. Overall, most teachers (98.36%) organized co-curricular activities.
- The majority of government school teachers and GIA school teachers 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. Overall, 76.63% teachers 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 programme- a new initiative has various activities that include visual art, performing art, literary activities, gardening, sanitation, and beatification for the holistic development of students

## **DIMENSION 3: ADMINISTRATIVE DUTIES**

- The majority of government school teachers, GIA school teachers, and private school teachers were involved in the admission process. Overall, most teachers (56.55%) were involved in the admission process.
- Less than half government teachers (48.38%) were organized the documents required for admission ,whereas some private school teachers (40.17%) were responded to parents' inquiries regarding admission. The private school teachers' engagement in admission activities was low as compared to government teachers, and GIA school teachers. Some private school teachers (12.5%) were engaged in various admission activities.

- 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 to ensure the retention of students. Overall, most teachers (68.44%) took follow up on students who are absent for 3-4 consecutive days.
- The majority of government school teachers, GIA school teachers, and private school teachers were involved in maintaining discipline in the school. Overall, 91.80% teachers were involved in maintaining discipline in the school.
- 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. Overall, more than half teachers (51.63%) maintained discipline in prayer class
- The majority of government school teachers, GIA school teachers, and private school teachers did not engage in lunch break duty. Among the engaged teachers, majority of government teachers (74.35%) were supervised students, whereas more than half (54.83%) GIA teachers dealt with conflict and misbehaviour of students. However, half private school teachers (50%) were supervised students and another half teachers were dealt with conflict and misbehaviour of students. Overall, Majority of teachers (61.11%) were supervised students in lunch break.
- The majority of government school teachers, GIA school teachers, and private school teachers organized regular PTA meetings. Overall, majority of teachers (77.45%) were organized PTA meetings regularly.
- 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. Overall, most teachers (67.62%) informed parents about learning competence progress of students.
- The majority of government school teachers, GIA school teachers, and private school teachers were involved in examination duties in the school. Overall, most teachers (94.67%) were involved in examination duties in the school.
- Majority 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. Overall, most teachers (76.22%) were involved in preparation of results.

- Majority of the government school teachers were involved in maintaining student-attendance records, students' academic records, cashbooks, and making U- Dise reports, however most of the GIA and private school teachers were involved in maintaining student-attendance records, students' academic records. Overall, most teachers were maintained student-academic records and student-attendance records.
- The majority of government, GIA, and private school teachers were involved in distributing books. Overall, most teachers (73.36%) were involved in the distribution of bicycles.
- The majority of government school teachers helped in the documentation process of scholarship applicants, whereas most of the GIA teachers, and private school teachers had not involved in the scholarship process. Overall, more than half teachers (55.32%) were helped in the documentation process of scholarship applicants.
- The majority of government, GIA, and private school teachers co-operated in the school health programs of the government to check the health of students. Overall, most teachers (83.60%) co-operated in the school health programs of the government to check health of students.
- The majority of government school teachers, GIA school teachers, and private school teachers had not involved in the management of the construction work of the school. Overall, most teachers (69.67%) were not involved in the management of the construction work.
- The majority of government, GIA, and private school teachers had not involved in the management of the construction work of the school. Overall, some teachers (12.7%) were involved in management of construction work.
- The majority of government school teachers, and GIA school teachers evaluated board examination answer sheets, whereas private school teachers had not much involve in outside school activities. Overall, most teachers (61.88%) were involved in evaluating board examination answer sheets.
- 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 had not much involved in miscellaneous duties. Overall, most teachers (66.8%) were involved in election duty.

## **School Support Structure for Teachers Leadership**

### **Dimension 1: School Culture**

#### **A-Communication Pattern**

- The majority of government teachers (99.19%), GIA teachers (90.17%), and private school teachers (87.5%) responded that their schools had a culture of open communication. Overall, majority of teachers (94.67%) stated that their schools had a culture of open communication.
- The majority of government teachers (71.77%), private school Teachers (87.5%), and less than half GIA teachers (35.71%) used email as the formal communication channel to maintain open communication

among stakeholders. However, most of the government teachers (57.25%) and GIA teachers (60.72%) responded talking in the teachers' staff room as the most used informal communication channel. Overall, more than half teachers used email as formal communication channel and talked in the teachers' staff room as informal communication channel.

- Most of the government teachers (93.54%), GIA teachers (86.6%), and private school Teachers (75%) responded affirmatively that upward communication was allowed in their schools. Overall, majority of teachers (89.75%) stated that upward communication was allowed in their schools.
- The majority of government teachers (82.25%), GIA teachers (83.03%), and private school teachers (50%) replied that the most used communication channel to enable upward communication was staff meetings, whereas private school teachers relied on staff meetings and digital platforms (email, social media) as well. Overall, majority of teachers (81.55%) used staff meeting.
- All government teachers (100%), GIA teachers (100%), and most private school teachers (75%) responded affirmatively that formal meetings were organized regularly in their schools. Overall, most of the teachers (99.18%) stated 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. Overall, more than half teachers (54.91%) stated that school organized formal meeting once in a month.
- The majority of government teachers (91.93%), GIA teachers (92.85%), and private school teachers (87.5%) responded affirmatively that informal meetings were organized in the schools to discuss their new ideas. Overall majority of teachers (92.21%) stated that informal meetings were organized in the schools.

### **B-Teachers Autonomy**

- Most government teachers (95.15%), GIA teachers (83.03%), and all private school teachers (100%) responded affirmatively that teachers autonomy was encouraged in their schools. Overall majority of teachers (89.75%) stated that teachers autonomy was encouraged in their schools.
- The majority of government teachers had classroom management autonomy and collaboration autonomy, and most GIA teachers had classroom management autonomy only, whereas most of the private school teachers had curriculum autonomy, assessment autonomy, and classroom management autonomy. Overall majority of teachers ( 72.54%) stated that had classroom management autonomy.

### **C- School Customs**

- Majority of teachers (89.34%) responded that initiatives were encouraged in schools. Most teachers (96.72%) stated that teachers colleagues supported them in taking initiatives. Majority of teachers (64.75%) stated that the principle of ‘no blame innovation’ was not followed.
- Majority of teachers (92.21%) responded that the school principal believed in their leading capacity. Most teachers (60.24%) responded that the school/district leader encouraged teachers who had shown promise as leaders. Majority of teachers (96.72%) responded that the school had given priority to teachers collaboration. Majority of teachers (90.57%) responded that school schedule had permitted them time for teachers collaboration.
- Most teachers (84.7%) responded that school schedules had permitted time to work with newly appointed teachers. Majority of teachers (85.24%) responded that they had worked with the school authority as a collaborative team. Most teachers (36.06%) responded that their school had provided the facility of peer coaching.
- The majority of government school teachers, GIA school teachers, and private school teachers responded affirmatively that the school customs supported them for practicing leadership in schools.
- The majority of government teachers (50.45%), GIA teachers (74.68%) recognized in formal way for their small/ significant efforts to lead activities, whereas highest number of private school teachers (40%) recognized in both formal and informal way. Overall majority of teachers (47.54%) stated that they had recognized in formal way.

#### **D- Rules and Regulation**

- The majority of government teachers, GIA 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. Overall, majority of teachers (85.65%) stated that principal set rules and regulations of the school.
- The majority of government teachers, GIA teachers responded affirmatively that administrators and teachers were jointly assigned duties to teachers, and only administrators could also assign duties as well, whereas most private school teachers responded that administrator and teachers jointly assigned duties. Overall, majority of teachers (67.62%) stated that administrator and teachers jointly assign duty.

#### **2-Administrative Support**

- The majority of government teachers (87.9%) , GIA teachers (81.25%), and private school teachers (87.5%) responded that leadership development programs had been organized in their schools. Overall majority of teachers (84.42 %) stated that leadership development programs had been organized in their schools.
- Majority of government teachers (58.06%) organized professional meetings, and GIA school teachers (53.57%) organized conferences, whereas most private school teachers (87.5%) organized workshops in

the school for leadership development. Overall, less than half teachers stated that they organized professional meetings and workshops.

- The majority of government school teachers (50.8%) and highest number of GIA teachers (43.75%) responded that workload management skill was prioritized in leadership development programs, whereas most of the private school teachers (50%) replied building confidence among colleagues was the major skill in leadership development programs. Overall, majority of teachers (45.9%) stated that workload management skill was prioritized in leadership development program.
- Most private school teachers (62.5%) and less than half of government school teachers (46.77%) had availed leadership skill development programs once a year, whereas highest number of GIA teachers had availed leadership skill development programs twice a year. Overall, less than half teachers ( 40.98%) stated that they availed the leadership skill development programs once a year.
- The majority of government teachers (80.64%), GIA teachers (78.57%), and private school teachers (62.5%) responded that school administrators had shared leadership responsibilities with them. Overall majority of teachers ( 79.09%) stated that school administrators had shared leadership responsibilities with them.
- The majority of government school teachers and GIA teachers led professional development for colleagues and led meetings within a team as leadership responsibilities shared by school administrators, whereas majority of private school teachers led professional development for colleagues only. Overall, majority of teachers ( 64.79%) stated that teachers led meetings within a team.
- The majority of government teachers (95.16%), GIA teachers (94.64%), and private school teachers (87.5%) responded that school administration had supported them in taking initiatives. Overall majority of teachers (94.67%) stated that school administration had supported them in taking initiatives
- The majority of government teachers, GIA teachers, and private school teachers were strongly supported by principals, SMC members, and supporting staff (attendant, peon) in taking initiatives. Overall majority of teachers stated that they were strongly supported by principals, SMC members, and supporting staff (attendant, peon) in taking initiatives.
- The majority of government teachers (76.61%), GIA teachers (59.82%), and private school Teachers (87.5%) got moral support for taking initiatives from the school administration. Overall majority of teachers ( 69.26%) stated that school administration provided moral support for taking initiatives.
- The majority of government teachers (69.35%), GIA teachers (35.71%), and private school teachers (12.5%) stated that the available resources were sufficient for taking initiatives. Overall majority of teachers ( 52.04%) stated that the available resources were sufficient for taking initiatives.

- 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. Overall majority of teachers ( 81.96%) stated that principal and teachers jointly take decisions of schools.
- Most of the government school teachers (95.16%), GIA school teachers (84.82%), and all private school teachers (100%) replied that school principals had mentored teachers for leadership tasks. Overall, majority of teachers (90.57%) stated that school principals had mentored teachers for leadership tasks.
- Most of the Government Teachers (91.93%), GIA teachers (63.39%), and all private school teachers (100%) responded that they had facilitated networking in district-level networks in school. Overall, majority of teachers (79.09%) stated that they had facilitated networking in district-level networks.
- The majority of government teachers (73.38%), GIA teachers (63.39%), and private school teachers (62.5%) responded that schools had built partnerships with experienced leaders from stakeholders and community members. Overall majority of teachers ( 66.44%) stated that schools had built partnerships with experienced leaders.
- 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. Overall, more than half teachers (50.4%) stated that responded that they built partnerships with parents.
- The majority of government teachers (83.06%), GIA teachers (77.67%), and all private school teachers (100%) responded that the partner(s) had helped in building leadership skills in them. Overall majority of teachers (81.14%) stated that partner(s) had helped in building leadership skills in them.
- Majority of private teachers (62.50%) responded that teachers of neighborhood schools provided funds, whereas less than half GIA teachers and private school teachers stated that parents provided funds for schools. Overall, less than half teachers (41.39%) stated that parents provided funds for schools.

## **Teacher Leadership Practices**

### **Dimension 1. 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. Overall, more than half teachers (50.4%) appreciated their colleagues' beliefs/faiths to enhance 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. Overall, majority of teachers (71.31%) shared workload to develop team spirit among teacher colleagues.

- 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. Overall, majority of teachers (70.9%) discussed 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. Overall, majority of teachers (61.47%) oriented parents through discussion to provide psychological and emotional support for their children for the holistic development.
- 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. Overall, more than half teachers (54.91%) made a plan of action for integrating explicit values into their daily classroom activities to instill values in children.

### **Dimension 2: 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. Overall, more than half teachers fixed meetings of colleagues with experienced teachers periodically to discuss the problems they confronted in schools to provide psychological support to newly joined colleagues and facilitated new teacher colleagues to work with experienced colleagues in a mutually supportive environment for providing psychological support to newly joined colleagues.
- 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. Overall, majority of teachers (69.26%) helped colleagues in effective time management of their schedule to reduce the stress of colleagues.
- 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. Overall, more than half teachers assisted colleagues in setting short-term and long-term goals with deadlines and assisted in planning lessons (academic tasks) for helping 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. Overall, majority of teachers (63.52%) 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 for supporting colleagues to initiate reforms in school. Overall, majority of teachers (68.03%) provided psychological and emotional support to try new things for supporting colleagues to initiate reforms in School.

### **Dimension 3: 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. Overall, majority of teachers (62.29%) initiated discussion with teachers to identify the professional development needs of colleagues
- 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. Overall, more than half teachers (50.40 %) organized conferences in school.
- Most teachers (58.06%) of government schools urged colleagues to attend programs for continuing professional development. Similarly, less than half 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. Overall, less than half teachers (49.18%) acquainted colleagues with adequate knowledge sources and urged colleagues to attend programs for continuing professional development.
- 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. Overall, more than half teachers (54.91%) provided opportunities to lead cultural events of the school.

- Most teachers (56.45%) of government schools and the half of the teachers (50%) of private schools helped their colleagues in technology handling whereas, half of the teachers (50%) of GIA schools acquainted colleagues with e-resources related to the teaching-learning process to develop digital literacy among colleagues. Overall, half of the teachers (50%) acquainted colleagues with e-resources related to the teaching learning process to develop digital literacy among colleagues.

#### **Dimension 4: 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. Overall, majority of teachers (66.8%) assisted colleagues in integrating new technology into classroom instruction.
- 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 half of the teachers (50%) of private schools provided constructive feedback to colleagues based on parents' feedback in PTA meeting. Overall, more than half of the teachers analyzed student achievement and parents' feedback in PTA meeting for providing constructive feedback to colleagues.
- 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 whereas, most of the teachers (63.39%) of GIA schools assisted colleagues to arrange the physical environment appropriately. Overall, more than half teachers (52.04%) 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. Overall, more than half teachers (50.81%) assisted colleagues in providing freedom to students to jointly explore ideas to solve problems.
- 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. Overall, more than half teachers acquainted colleagues with available resources and support staff/school personnel for their assistance.

### **Dimension 5: 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. Overall, more than half teachers ( 56.56%) oriented students about the rules and regulations of school.
- 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 for giving encouragement. Overall, more than half teachers (54.10%) encouraged students to provide feedback on the school climate.
- Most government teachers (60.48%), GIA 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. Overall, majority of teachers (61.48%) provided colleagues with the opportunity to lead activity as per their potential.
- 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 rapport with students. Overall, majority of teachers (60.98%) inspired colleagues to show a genuine interest in the lives, hobbies, activities, and difficulties of their students.
- The majority of teachers (58.87%) teachers of government schools conducted SWOC analysis jointly with colleagues, less than half 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 safety in school. Overall, more than half teachers (51.64%) conducted SWOC analysis jointly with colleagues.

### **Dimension 6: 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. Overall, more than half teachers (52.46%) initiated a function in the school that allows both students and their parents to participate.

- 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. Less than half 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. Overall, more than half teachers (52.46%) guided teachers to integrate life skills with core subjects through activities that develop life skills among learners.
- Less than half 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. Overall, less than half teachers (43.44%) invited neighborhood colleagues to examine the practices of the school.
- Most of the government school teachers (58.87%) organized online communities (i.e., Edmodo, Google Classroom) whereas, less than half teachers (48.21%) of GIA schools and most teachers (62.5%) of private school-initiated teacher exchange program to facilitate networking with neighborhood colleagues. Overall, majority of teachers (48.36%) organized online communities (i.e., Edmodo, Google classroom) for to facilitate networking.
- Less than half government school teachers (44.35%), organized school-wise talent shows for fund-raising whereas, Less than half teachers (34.82%) of GIA schools and teachers (37.5%) of private schools facilitated donation alumni meet for fund-raising. Overall, less than half teachers (39.34%) organized school wise talent show.

### **Dimension 7: Improving Curriculum**

- Less than half of government school teachers (47.58%), helped in acquiring resources required for inclusive pedagogy, and less than half of GIA school teachers (40.17%) boosted the self-confidence 26 of colleagues in supporting them to adopt inclusive pedagogy whereas the half of private school teacher (50%) hand-held colleagues to implement inclusive pedagogy and helped them in planning pedagogical practices. Overall, less than half of teachers (42.62%) helped colleagues in planning pedagogical practices.
- The majority of government school teachers (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. Overall, majority of teachers (70.83%) helped colleagues to facilitate remedial classes.

- The more than half of government school teachers (51.61%) welcomed the innovative teaching strategies for supporting colleagues to improve curricular activities whereas, more than half of the GIA school teachers (52.67%) and most of the private school teachers (87.5%) organized meetings with colleagues periodically to plan curricular activities and implementation procedures. Overall, more than half teachers (50.82%) welcomed the innovative teaching strategies.
- Less than half 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. Overall, more than half teachers ( 56.56%) monitored the learner's progress periodically of their class.
- 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. Overall, more than half teachers (53.28%) facilitated personalized learning for students.

### **Problems faced by Secondary Teachers in practicing Leadership**

- The majority of teachers did not face any problems in practicing leadership. However, few teachers faced problems because of their packed schedule, limited autonomy, and excessive workload.

### **Perception of Teachers 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.

## **12. Implication of The Present Findings**

### **Government**

- The findings of the study have implication for policy makers. They may consider the findings in designing educational policies that support more planning time, less teaching periods for teachers.
- Inservice training providers i.e., DIETs, SCERT, and university department can design appropriate leadership skill development programme for teachers. Leadership skill development training should made compulsory for all teachers of government, GIA, and private schools.

- District Education Officer can provide more autonomy to government and GIA school teachers to take initiatives for professional development of colleagues and improve collaboration among teachers, principals and community.
- Government can allocate more funds to government and GIA schools so that teachers can lead initiatives in schools.

### **Principal**

- Secondary school principals can design training programs, organize workshops to develop leadership skills among teachers.

### **13. Suggestions For Further Research**

- A study on teacher leadership practices may be conducted at the primary or higher secondary level.
- A study can be conducted on effectiveness of teacher leadership development programme on secondary school teachers.
- A study can be conducted on developing and seeing the effectiveness of teacher leadership development programme on teacher effectiveness and school culture.
- A cross-cultural study on teacher leadership practices between different state at secondary level can be conducted.
- A study on teacher leadership practices of secondary school teachers of KBK district can be conducted.
- Longitudinal study on teacher leadership development at secondary school can be conducted.

### **14. 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 government 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 were more involved in leadership practices than the government teachers and GIA school teachers. The majority of teachers did not face any problems in practicing leadership. However, few teachers faced problems because of packed schedule, limited autonomy, excess workload, financial constraint, job policy, salary policy and autocratic leadership style of principals. The perception of the teachers and principals were found favorable towards teacher leadership. The findings of the study are helpful in designing appropriate educational policy by the government for institutional initiatives and by principals for school effectiveness.

