

## CHAPTER-II

### REVIEW OF RELATED LITERATURE

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#### 2.0. INTRODUCTION

A review of related literature gives the researcher a clear picture of the previous research that has been done in the field of study that the researcher will pursue. It prevents replication. It provides the researcher an insight into the methodology to be adopted for carrying out the present research. Understanding the work of other scholars helps researchers to comprehend their own research. 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.

#### 2.1. Studies Related to Perceptions and Attributes of Teacher Leadership

**Saucedo (2014)** conducted a study titled ‘Teacher Leadership: Developing the Ability of Teachers to Move Forward Independently—A Delphi Study of Selected Secondary Teachers in Riverside County, California’. The purpose of this study was to identify the key learning opportunities necessary to build teacher leadership, the most difficult barriers to overcome, and the most important facilitators as identified by teacher experts. This study also sought to determine the best approaches to the implementation of identified learning opportunities, the most effective approaches for overcoming identified barriers, and the most effective approaches for implementing facilitators that support teacher leaders. Delphi method as a qualitative research design was used for the study. A policy Delphi method was used to collect perceptual data from an expert panel through an electronic format within a 3-round process. A random purposeful sampling technique was used. The study was carried out on a sample of 36 effective high school teacher leaders selected by their principals from

Riverside County, California. For data collection, a questionnaire based on a five-point Likert scale, and an open-ended questionnaire were used. The data analysis was done by frequency, mean, mode, and content analysis. The findings revealed that there were elements of professional learning opportunities that must be addressed for professional learning to take place. They include the opportunity for collaboration, practice, and practical application. Teachers must also feel that they have a voice in addressing current issues/needs. Findings from this study also indicated that it was essential to have an environment that includes a supportive administration and supportive colleagues and that the provision of time was essential for developing effective teacher leadership. According to the expert panel, to implement professional learning opportunities that develop effective teacher leadership, teachers must have the opportunity to collaborate, practice and apply newly learned information or instructional strategies, and have a voice in addressing current issues and site needs. Finally, developing effective teacher leadership was facilitated through a supportive environment. To develop effective teacher leadership, schools and districts must (a) restructure the school day to create time for teachers to interact, (b) provide teachers with information on teacher leadership, (c) bridge the disconnect that currently exists between what teachers and what administrators believe is needed, (d) provide professional learning for teachers and administrators to continue the development of a shared model of decision making, and (e) provide opportunities for teachers to participate in peer observation and debriefing, self-reflection, practicing teacher leadership skills, and mentoring and coaching colleagues

**Duval (2017)** conducted a study titled ‘Teacher Leadership in the Context of International Schools: The Key Attributes and Development of Teacher Leaders’. The purpose of the study was to contribute to the body of knowledge related to teacher leadership in the context of international schools and is motivated by three research questions: (1) What types of teacher leadership roles (formal and informal) exist in international schools? (2) What are the most important attributes for teacher leaders? (3) What programs and/or activities do teacher leaders identify as valuable in developing the attributes of a successful teacher leader? The study was conducted on a sample of 475 principals and 3000 teacher leaders. For data collection five-point Likert Scales for the principal survey and Teacher Leader Survey were used. The instruments were reviewed through the Delphi method and a pilot study. Frequency, mean, standard deviation, conventional and summative content analyses, multivariate analysis of variance (MANOVA), analysis of variance (ANOVA), and t-test

were used for analyzing the data. The findings of the studies were: 1. Formal teacher leadership roles exist in international schools. 2. The most important attributes for teacher leaders identified by both formal teacher leaders and Principals were i) Foster Collaborative Teamwork ii) Communication and Synthesis of Ideas, iii) Persistence and Grit. The top five attributes identified by informal teacher leaders were “listening actively for understanding,” “an ability to grow professionally through reflection on experience,” “an ability to persist when facing challenges,” “communicating ideas clearly when speaking,” and “leading productive meetings”. 3. First-hand leadership experience as the most important factor in their development as teacher leaders. Additionally, professional development, advanced degrees, and classroom experience aided the growth of teacher leaders.

**Govero (2022)** conducted a study on development of teacher leaders and administrator guidance in the implementation of grade-level and/or departmentalized professional learning communities across eight parochial schools. The purpose of the study was to study the development of teacher leaders in the implementation of grade-level and/or departmentalized professional learning communities across eight parochial schools. The sample consisted of nine administrators, one assistant principal, and nine selected teacher leaders from the eight parochial schools. The data was collected through a questionnaire and observation and analyzed through Thematic analysis. In this study, secondary data was also used. The findings revealed that the teacher leaders defined the major components of the professional learning community are sharing ideas, collaboration, and support of one another to grow/improve as professionals and improve student learning, research, and implementation. The role the teacher played in a PLC was to be an example for others, a facilitator and mentor for the team, and supported teacher development and student learning, and helped the team meet the goals. The PLC meeting was in the form of teacher-leader program meetings, teachers had access to resources and professional development opportunities, and the teacher leaders in the PLC leadership role grew as leaders and were able to effectively collaborate with the other teachers in their PLC. As teacher leadership grew, they identified that a climate of collaboration, respect, understanding, and a place that focuses on student success was present in their PLC.

**Boyd (2011)** conducted a study on high school principals' perceptions of teacher leadership. The purpose of this qualitative interview study was to investigate high school principals' perceptions of teacher leadership, namely how they define "teacher leadership," how they

facilitate it, and how they sustain existing teacher leadership structures to meet school goals. A total of five principals were included as the sample for the study. As the study was qualitative, the researcher collected data through interviews with a semi-phenomenological design, and interviews with principals. The data were analyzed through thematic analysis. The findings of the study were: 1. High school principals tended to define teacher leadership through ideal qualities, and also through examples such as tasks, roles, and opportunities. 2. High school principals facilitated teacher leadership through a highly collegial culture on campus, modeling leadership, and providing opportunities for teacher leadership despite certain obstacles. 3. High school principals sustained teacher leadership through building capacity, cultivating a sense of shared vision, and organizational structures. Besides, principals also reported their past experiences as teacher leaders and how it influenced their development and approach as leaders. Implications of the study and recommendations for policy and practice were offered within the discussion.

**Kenjarski (2015)** conducted a study titled ‘Defining Teacher Leadership: Elementary Teachers’ Perceptions of Teacher Leadership and the Conditions which Influence its Development’. The purpose of this study was to explore the concept of teacher leadership from teachers’ perceptions. Forty-three teachers from five elementary schools formed the sample for the present study. Q-methodology research design was used as the primary tool for collecting data. PQ Method statistical computer program (version 2.35) was used for analyzing the data. The findings of the study were: 1. Teachers believed that personal characteristics such as teamwork, continuous learning, risk-taking, trust, being a change agent, possessing a broader perspective, exhibiting courage and persistence were the essential elements of teacher leadership. 2. Administrative support, a safe environment to try new things, collaborative culture, teamwork and continuous learning for the classroom, personal characteristics, developing a broader perspective, setting clear expectations with identified outcomes, having a willingness to serve, staff support, opportunities to practice teacher leadership and leading in areas of strength were things which foster teacher leadership development.

**Gul (2016)** studied the evolution of teacher leadership, the influence of leadership professional development opportunities on teacher leaders’ perceptions of their leadership characteristics, professional vision, and professional identity. The purpose of this qualitative case study was to examine experienced physics and chemistry high school teachers’

perceptions of their leadership roles and characteristics and their professional vision and identity as they participated in a leadership development training program and a math and science partnership program as facilitators of the science activities for K-12 teachers. The sample consisted of two female chemistry teachers and one male physics teacher of high school. The data was collected through in-depth semi-structured interviews using a dialogical approach and analyzed through thematic coding. The findings revealed that professional vision, professional identity, and teacher leadership roles and skills were inextricably interrelated. These dynamic components were refined, reshaped, and reformed by self-reflection, discussion, and feedback as provided through professional development activities.

**Mann (2016)** investigated the evaluation of novice teachers' perceptions regarding teacher induction and teacher leadership. The objective of the study was to examine novice teachers' awareness, beliefs, and perceptions regarding the inclusion of, and participation in, a teacher leadership pathway. The goal of the research was to investigate: (1) the development of teacher leadership, (2) attributes novices perceive they possess, and (3) leadership roles and opportunities in which novice teachers are engaged and the subsequent benefits. Fifty-six 3<sup>rd</sup> year teachers participated in the study. The study employed quantitative research by surveying third-year teachers' perceptions of teacher leadership factors that had an impact on a successful teacher leadership pathway for novice teachers. The data were collected through a questionnaire based on a five-point Likert type and analyzed through frequency, percentage, and mean. Inferential statistics were calculated to compare ranks between the three groups utilizing Spearman's Rank-Order Correlation, or Spearman's rho (denoted  $r_s$ ), which is a measure of the strength of a relationship between the ranks of the means of paired data. The findings of the study revealed that 97% of third-year teachers believed they have the potential to be a teacher leader. And, 76.8% of third-year teachers believed they were currently a teacher leader. The majority of teachers surveyed either agreed or strongly agreed that they were being developed for leadership, had the attributes of a leader, were engaged in teacher leadership roles, and perceived the benefits of leadership. The reported techniques by novice teachers that could be utilized in developing their teacher leadership were: 1. learning from other teachers. 2. being supported by other teachers. 3. believing principals regard all teachers as leaders 4. agreeing that school culture encourages leadership for all teachers 5. perceiving principals support teachers as leaders 6. being provided with time to build leadership skills 7. being provided with

opportunities to build collaboration skills. There was a high correlation and 99% statistical confidence between those who agreed and highly agreed that they had the potential to be teacher leaders and how they ranked the development of leadership skills. Most of the induction programs neglect to include a leadership pathway for novice teachers, oftentimes preparing teachers for survival when schools are complex and in need of constant reform. Instead, these programs must also have as part of their vision a new image of the successful teacher whose leadership capacity is developed from the moment the teacher enters a classroom. Induction programs have the potential to become one of the most powerful forces for educational change and professional renewal in the history of public education. The opportunity was there, and the most effective programs will recognize this potential.

**Shah (2016)** conducted a study titled ‘Teacher leadership: A case study of teacher leaders’ professional development in an English as a Foreign Language (EFL) institute of a Saudi Arabian university’. The objective of the study was to understand the notion of teacher leadership and identify factors that impact the professional development of teacher leaders in a foreign language institute (FLI). The study was conducted on a sample of 12 EFL teacher leaders. Semi-structured interviews as the primary data collection instrument complemented by an open-ended questionnaire used for data collection and were analyzed through an eclectic approach. The findings revealed that 1. EFL teacher leaders developed their leadership skills and knowledge mainly through experiential learning throughout their professional careers and specifically at the ELI. 2. Lack of autonomy, inadequate professional support from the top management, and ineffectiveness of the existing professional development courses at the ELI. 2. The factors that hindered support EFL teacher leader professional development were five main elements: a) previous experiential learning, both formal and informal; b) leadership knowledge, skills, and which are abilities brought to their current roles and further improved through collaborative practices; c) intrinsic motivation and the personal urge to do more learning and leading; d) learning from being in leadership roles, and e) reflective practices at individual and group levels.

**Lovelace (2019)** conducted a study on formal teacher leaders and informal teacher leaders and their influence on school culture. The purpose of this qualitative phenomenological study was to obtain the perceptions of current teachers about formal and informal teacher leaders in several ways. The researcher examined how teacher leaders directly influence teacher pedagogy, attitudes, and beliefs. Thirty teachers chosen for this study were based on

a systematic sampling procedure. The participants were interviewed. Constant comparison analysis and classical content analysis were used in this study to examine the data. The findings revealed that: 1. teachers sought advice from knowledgeable teacher leaders, had a willingness to help, were student-driven/student-focused, and experienced. 2. Teacher leaders improved teachers' pedagogy because of their connection to the topic, connection to others, and similar role to classroom teachers. 3. teacher leaders impacting school culture in the areas of school services, support of teachers, changes/initiatives to the school/district, and communication. 4. Teacher leaders shaped the attitudes and beliefs about their school cultures. 5. Things identified, by the teachers interviewed, that teacher leaders assisted in developing were: teacher acclimation, teacher outlook, teacher involvement, and relationship building. Lastly, the researcher found that the elements of school improvement mostly impacted by teacher leaders were teacher buy-in and teacher skills.

**Danello (2008)** conducted a study titled 'First Fellowship Then Followership: Training for a New Generation of Teacher Leaders'. The purpose of this study was to examine how teacher leaders describe their preparedness for leadership, as well as their continuing growth as leaders. This study followed a qualitative research design i.e., cross-case analysis. The study was conducted on a sample of 6 teacher leaders. The data was collected through Interviews, observation, and portfolio artifacts and analyzed through thematic analysis. The findings of the study were: 1-The knowledge, skills, and dispositions matter a lot for teacher leaders. The content expertise could be developed by attaining advanced degrees and attending seminars, workshops, and conferences. Expert content knowledge helps in developing credibility and inspiring confidence in leading activities. 2-Aside from teaching expertise, teacher leaders need to develop some necessary skills outside the classroom. All participants agreed that being a good planner and being organized were important skills. On one level these skills are learned in the classroom, but being a teacher leader requires an advanced application of planning and organization as they have been involved in planning and organizing school and sometimes district, regional, and state workshops and events. Good planning and the ability to organize resources contribute to a teacher leader's being well-prepared. The skills i.e., communication, mentoring, collaboration, and building rapport could be learned through training and experience and practiced when working with students in a classroom .3-Teacher leaders were active members of a wider educational network maintaining affiliations with a variety of professionals. They valued patience, flexibility,

tolerance, a sense of humor, flexibility, support, respect, fairness, positive attitude, empathy, and acceptance of others were essential dispositions of teacher leaders.

**West (2008)** investigated the support for ethnically diverse teacher leaders. The purpose of the current study was to examine the support provided to teacher leaders and how principals supported ethnically diverse teacher leaders. The study also examined effective elements of support for teacher leaders reported in the literature and contrasted their impact on the development of White and Ethnically Diverse teacher leaders. The Teacher Leadership School Survey developed by Katzenmeyer & Moller (2001) was adopted for the study. This tool identified seven areas that support teacher leaders i.e., developmental focus, recognition, autonomy, collegiality, participation, open communication, and positive environment. The sample consisted of 67 teacher leaders from a large elementary school district in Southern California. The study utilized mixed methods including the collection of archival data, a survey, focus groups, and interviews. The researcher conducted three focus groups with ethnically diverse teacher leaders and three interviews with principals that identified these teacher leaders. The data were analyzed through descriptive statistics, independent samples t-tests, Mann-Whitney U Tests, and coding of focus groups and interviews. The findings revealed that there exist significant differences between how White and Ethnically Diverse teacher leaders perceived support with regard to recognition, autonomy, and support for professional development. 2- t teacher leaders perceived a high degree of support for professional development and a high degree of administrator support. Additionally, They also emphasized peer support, family support, encouragement, rewards and recognition, trust, and role defined to them. 3-There was no indication from the principal interviews or focus groups that principals differentiated the support based on ethnicity.

**Cera (1998)** conducted a study titled 'Understanding the Development of Teacher Leadership: An Autobiographical Case Study of an Art Educator'. The objective of the study was to investigate the process of the development of teacher leadership. The data was collected through case study techniques i.e., autobiography, reflective writing, and observation. The data was represented in narrative form as partial tales. Critical theory guided the analysis of the data. Content analysis was used. The researcher concluded that 1) The components of the teacher leader's knowledge base included teacher/practitioner knowledge and leadership skills. Teacher leadership developed through a process of modeling. Mentors played a significant role in the transmission of the teacher leader's

knowledge base by modeling, inviting less experienced peers into leadership opportunities, collaborating, and networking with other leaders. 2) The networking of teacher leaders often involved political resistance of various forms. The political nature of teacher leadership work was examined as it related to the teachers' association, to the isolation of art educators, and to the administrative power structure within the school district.3) Teacher leaders would be more empowered to increase their own agency through an understanding of critical theory. It was also found that critical theory engendered an understanding of the dialectical nature of teacher leadership. This understanding enhanced the researcher's ability to identify hegemonic practices, plan resistance where necessary, and adopt the cultural capital of the administration in order to increase my own sense of efficacy.

**Godlesky (2018)** examined the relationship between teacher leadership perception and professional learning community engagement. The purpose of the study was to determine whether engagement in the form of authentic PLCs is related to or contributes to teachers' perception of their leadership practice. The research questions guided the study were: 1- What is the relationship between authentic PLC participation and teachers' perception of their leadership practice in New Jersey public schools? 2- How do New Jersey public school teachers describe their leadership practice through authentic PLC practice? A mixed methods approach was used. 100 teachers consisted the sample for the study. PLC Engagement and Teacher Leadership scale and interview were used to collect data and analyzed through Pearson Correlation and process coding method. The findings of the study were: 1) There was a moderate positive correlation between teacher responses to the perception of authentic PLC engagement and self-perception of teacher leadership. 2) Teachers commented in ways that reflect leadership could be perceived, developed, or exercised through the lens of authentic PLC engagement. PLC could be an opportunity to increase leadership capacities as it allowed teachers to mentor new teachers for supporting their professional growth. The result suggests that engaging in authentic PLC practice can provide a framework to display and exercise teacher leadership, but that without training and support, leadership cannot be realized.

**Levine (2008)** conducted a study on the role of leadership preparation in teacher leaders' formation of critical consciousness and enactment of critical teacher leadership. The purpose of the study was to study the critical nature of teacher leadership. A critical micro-ethnographic design was used. 8 teacher leaders formed the sample for the present

investigation. Data was collected using critical qualitative methodology, a theoretical approach grounded in critical theory. Observation, assignment, and interview were used to collect data in three phases. The collected data was coded using reconstructive analysis. The findings revealed that: 1) The formation of critical consciousness rest in course content and professor and class member interactions. 2) Not only do teacher leaders needed to be exposed to readings that probe them to think critically, but they also needed safe and collaborative opportunities to challenge their own and each other's thinking within courses. 3) The preparatory experiences of teacher leaders affected their conception of teacher leadership as well as how they enact teacher leadership in their schools.

**White (2020)** conducted a study on influence of transformational principal practices on developing a teacher leadership pipeline. The objective of the study was to explore the perceptions of principals and teacher leaders on the use of transformational practices to cultivate a teacher leadership pipeline. The case study of 3 principals and 6 teacher leaders was done. Data was gathered through interviews, observation of participant-led meetings, and review of documents, and analyzed through thematic analysis. The findings of the study were: 1) Principals utilized transformational leadership principal practices to foster a teacher leadership pipeline through shared vision setting, sustaining influential relationships, and shaping a leadership performance culture. 2)Conclusions integrated recommendations for the evolution of the leadership pipeline were as follows: a) using the professional learning community model to share leadership power, b) incorporating perception surveys to monitor for a leadership culture, and c) rethinking human resource actions through the lens of teacher leaders.

**Harding (2017)** conducted a study titled 'Building Teacher Leadership Capacity Through School-Level Supports and Professional Development: Teachers' and Principals' Perspectives'. The purpose of this qualitative study was to identify principals' and teachers' perceptions of their need and efforts to build teacher leadership capacity through school-level supports and professional development as well as principals' and teachers' perceptions of their ability to act as teacher leaders having participated in school-level professional development. A qualitative research approach was used and an interpretative methodology was followed. The sample consisted of 18 teachers and 6 principals of six high schools in southeastern Virginia. Qualitative data were collected through focus groups and interviews and analyzed through thematic analysis. Interviews were conducted first, followed by the

focus group interviews. The information from the interviews was audio-taped and transcribed. Afterward, the transcriptions were coded, triangulated, member-checked, and peer debriefed. The findings of the study were: 1) Principals and teachers identified numerous teacher leadership opportunities at the school level that were considered formal and informal leadership roles that are department chairs, in-service presenters, PLC/team leaders, coaches, and tutors. Through collaboration, training, and sharing at the team or school level, teacher leaders emerged. 2) Principals did not offer professional development that developed leadership capacity. 3) Principals' and teachers' perceptions varied on the effectiveness of the teacher leadership structure in their schools. 4) Principals' strategic plans for building and supporting teacher leadership at the school level lacked consistency and comprehensiveness. 5) Teachers were motivated to become teacher leaders when they developed a strong mentor relationship with their principal. 6) Principals perceived time to be the most significant barrier to teachers seeking leadership opportunities. 7) Principals believed teachers needed more opportunities and experiences in leadership. 8) Teachers reported they needed clear expectations and descriptions of leadership roles. 9) Principals and teachers failed to identify a consistent set of recommendations to improve professional development opportunities.

**Sinha and Hanuscin (2017)** conducted a study titled 'Development of teacher leadership identity: A multiple case study'. The purpose of the study was to illustrate the phenomenon of teacher leadership development at different stages in teachers' careers. This study used a multiple-case study approach. Three teachers (Namely- Brandon, Martin, and Elisa) having different years of teaching experience were chosen purposefully and constituted the sample of the study. Multiple data sources were used in this study i.e., application (AI), discussion Forums (DF), action plans (AP), mid-year (MR) and final year (FR) progress reports, blogs (BL), interviews, life store exercise (LSE). A two-step qualitative data analysis procedure was followed. In the first round of deductive analysis was done by using York-Barr and Duke's (2004) dimensions of teacher leadership practices as an analytical lens to investigate the leadership activities of participants. These activities were matched across different time frames related to various data sources prior to joining the PD, during the first/second/and third year of the PD, and interview transcriptions and life story narratives conducted during the final year of participants' involvement in the PD. In the second-round thematic analysis was done. The findings were: 1) All three teachers credited the PD with changing their conceptions of leadership. 2) The PD contributed in various tangible ways, which helped the

teachers practice leadership. 3) Several activities in which participants were engaged did not fall in any of the seven dimensions of leadership practice of defined conceptual framework, but nevertheless, they were related to teachers' leadership identity development. Activities such as pursuing graduate-level coursework, interning with the principal, reading leadership literature, taking firm steps to improve teaching skills (e.g., videotaping their own teaching), reflecting about personal leadership styles and how to improve, and accepting feedback from others fell into this category. 4) All the participants expanded their repertoire of leadership activities within the various dimensions of the practice of teacher leaders (York-Barr & Duke, 2004) as they developed their teacher leadership identity. 4) Brandon and Elisa both started leading within the classroom and slowly extended their sphere of influence within and outside the school, and to the immediate community and beyond. Elisa expanded beyond her classroom in the second year by mentoring a colleague, serving on school committees, and collaborating with other teachers to implement new pedagogical strategies. She also moved beyond her school and got “involved in higher level[s] of educational leadership” (LSE) by serving as a board member for the state science teachers' Association. Brandon started promoting the pedagogical strategies he learned in the PD among his colleagues. A major part of his leadership activity encompassed working with colleagues to help them learn whiteboarding strategies, giving teaching demonstrations in other classrooms, working with the principal on overall student improvement issues, and assisting in interviewing new hires. 5) Martin formed a group of colleagues to observe each other's teaching and give feedback and promoted the implementation of the PF curriculum within the school district. He carried out district-wide workshops for teachers, met with the local media to inform the community about the success of the program, and promoted freshman physics to school district leaders. After serving on schoolwide committees, he expanded to district-level committees; he currently serves on a district planning committee, district-wide assessment-for-learning leadership team, and district-wide project-based learning team. 6) As Brandon, Elisa, and Martin developed as teacher leaders, they had their own unique priorities. While traversing their individual pathways of teacher leadership identity development, they found their own leadership niche by prioritizing according to their interests and the unique needs apparent in their respective context.

**Mosley (2012)** conducted a study on perceptions of California middle school teacher leaders regarding preparedness to execute functions of teacher leader model standards. The purpose of the study was to examine the preparedness of teacher leaders to assume leadership roles

in schools and the profession. Specifically, this study investigated: (1) the perceptions of teacher leaders relative to their level of preparedness to perform the primary functions described in the seven domains of the Teacher Leader Model Standards and how these teacher leaders rate the importance of these functions in their roles, (2) differences in teacher leader levels of preparedness and importance, and school achievement status, (3) the antecedents producing highly prepared teacher leaders to perform the primary functions, and (4) the facilitators and inhibitors of the role of teacher leader. This study utilized a chronological mixed methods approach using both descriptive survey research and qualitative methods. The sample consisted of 85 teacher leaders of California middle schools through a purposeful criterion sampling method. The data was collected through electronic surveys, and interviews. For data analysis descriptive statistics (frequencies, means, standard deviations, and percentages), matched pairs t-tests, and MANOVA were used. The findings revealed that teacher leaders rated the importance to all seven domains and functions of the teacher leader model standard. It was also found that less than half of teacher leaders felt prepared to execute the functions of all domains except domain 5 (57% of respondents felt prepared). Emerging themes relative to antecedents producing preparedness included district training, professional development, experience, education, and mentoring. Facilitators of the teacher leader role included coaching, mentors/colleagues, administration, and training, and inhibitors included the need for more training and teacher leader preparation programs, time, and uncomfortable with difficult conversations.

**Jones (2020)** investigated teacher leadership capacity in catholic national blue ribbon schools. The purpose of the study was to survey the administrators and teachers to determine the most valued qualities for effective teacher leader. Over 100 Catholic schools that achieved the National Blue Ribbon Award consisted as the sample of the study. The data was collected through a questionnaire having Likert 5-point scale type and open-ended questions. ANOVA, t-test, and content analysis were used to analyze the data. The findings revealed that the most provided and valued professional development activities, which supported strategies to foster teacher leadership capacity, could be readily accessible to teachers in their schools. These professional development activities were mentoring, teacher teams (vertical and horizontal), teacher committees or task forces, and instructional coaching.

**Shelton (2014)** conducted a study titled ‘Teacher Leadership: Development and Research Based on Teacher Leader Model Standards’. The purpose of the study was to develop and evaluate the impact of a curriculum for leadership development rooted in the Teacher Leader Model Standards. This study utilized a mixed method design. Eighteen teachers from the Parkway School District were selected as the sample for the study. The data was collected through a questionnaire and focus group discussion and analyzed through t-test and thematic analysis. The findings of the study were: 1) There was a significant impact on teacher efficacy in six of the seven domains assessed. The exception domain was Domain VI, Improving Communication and Outreach with Families and Communities. 2) A broadly-based curriculum based on the Teacher Leader Model Standards could be effective in developing teacher leaders. The collaborative culture was also a facilitator of leadership development in teachers.

**Falls (1999)** conducted a study titled ‘Teachers' Self-Perceptions of their Role as Generalist: A Study of the Interpersonal Skills Necessary for Effective Leadership, and Counseling’. The purpose of the study was to examine the various duties and roles teachers are called upon to play and the potential effect of the teachers’ behaviors on the relationships they establish with their students. The study followed a mixed-method design. The sample consisted of 10 teachers from Southwestern Virginia. The data was collected through Questionnaire on Teacher Interaction (QTI) self-report, focus group discussion, interviews, and assignments. A case method narrative was also adopted. Review of the literature was also reviewed. Thematic analysis was used to analyze the collected data. The findings of the study were: 1) Most of the teachers rated themselves highly in the areas of leadership and the counseling-type behaviors: helping & friendly, and understanding. 2) They agreed that leadership and counseling were necessary duties for a teacher. Further, the literature noted that the “best” teachers are generalists with expertise and responsibilities in the areas of leadership and counseling. 3) Teachers were not sure of the source of their leadership and counseling knowledge and abilities. They also revealed that their leadership and counseling knowledge and abilities were innate; pedagogically related duties in the areas of leadership and counseling were based on behaviors that came naturally to them; they did not know the nomenclature and underlying theoretical tenets for formal leadership or counseling styles. 4) Preservice teacher education programs did not prepare teachers for leadership or counseling duties; and that a greater understanding of leadership and counseling theory would help them to align their practice with their innate abilities. 5) The ability to identify leadership and

interpersonal characteristics in one's self and in others, particularly in students, peers, and superiors, was reported to be an ability that would be essential for teachers.

**Smith (2007)** conducted a study on examination of teachers' participation in teacher leadership in a rural district in Georgia. The objectives of the study were: 1) To understand teacher leadership in a rural school district by analyzing teachers' behaviors mapped to the dimensions of Snell and Swanson's framework of teacher leadership: empowerment; expertise; reflection; and collaboration. 2) To examine demographic characteristics such as years of experience, educational degrees, and training in teacher preparation programs and their relationship to teacher leadership. The sample consisted of 132 teachers. Short's School Participant Empowerment Scale (SPES) and Lambert's Leadership Capacity Staff Survey were used to collect data. One-way ANOVA was used to analyze the data. The findings revealed that 1) Teachers in small rural school districts were participating in teacher leadership, but elementary and middle school teachers were more likely to participate in teacher leadership and on a more consistent basis than high school teachers. 2) Training in teacher leadership in teacher preparation programs had a significant impact on participation in teacher leadership. Finally, the component of courage was examined and found to be very consistent with the four dimensions of teacher leadership in relation to frequency of participation.

**Wendel (2022)** conducted a study on titled 'Teacher Perceptions of Supports and Barriers for Professional Collaboration: A Phenomenological Study'. The purpose of this study was to explore what teachers in collaborative settings experience as supports and barriers in regard to school structures involving leadership, evaluation systems, and the daily organizational systems of the school. This qualitative study was examined the phenomenon of collaboration. The data was collected by using a semi-structured interview approach. The samples consisted of 10 teachers. The researcher conducted one interview lasting approximately sixty minutes with each teacher, interviews followed Seidman's guidelines. Teachers were interviewed in face-to-face mode as well as online mode using the video-conference technology Zoom. The interviews were recorded and transcribed to aid in the data analysis through thematic coding. The findings of the study were :1) The teachers revealed that the organizational structures and leadership of their schools had a greater impact than their yearly evaluations, which they saw as having little to no impact on their collaboration with other teachers. 2)The teachers cited trust, particularly relational trust

developed with their colleagues and the trust from their leadership, as a major support to the success of their collaboration.3) Time and the resistance towards collaboration from other teachers were seen as the biggest barriers to effectively collaborating with one's peers.

**Alsalahi (2016)** conducted a study on Saudienglish-language teachers' perceptions and reported practices of teacher leadership. The purpose of the study was to explore how Saudi Arabian nationals employed as English-language teachers within intermediate and secondary Saudi schools understand the concept of teacher leadership, and how they perceive themselves as teacher leaders. The study also explored teachers' views of current factors that empower or disempower them in being teacher leaders, as well as the roles and support they desire. The current study utilized an exploratory research design. A sample of 9 male Saudi English-language teachers from the Alleith Educational Directorate has been chosen based on purposive and convenience sampling techniques. The data was collected through focus groups, interviews, and reflective essays. The qualitative data collected were analyzed using thematic analysis, which focuses on emergent themes. The findings of the study were:1) Teachers were able to define teacher leadership in relation to: practices inside the classroom, practices outside the classroom, and teacher knowledge and professionalism. 2) The Teachers also perceived themselves as teacher leaders with potential professional capital that would allow them to engage and participate professionally in their school community of practice. 3) Teacher leadership was not the general practice in Saudi public schools; however, Teachers reported practices of teacher leadership that they desired and aspired to. 4)The barriers to teacher leadership were a lack of teacher leadership roles, lack of support from the heavily centralized educational hierarchy, insufficient and inadequate pre-service and in-service training, and lack of voice in decision-making processes. 5)Based on the data obtained in the research, the study proposed a model for "professional teacher leadership" that supports teacher leaders as professionals who have professional capital to work with professional agency and autonomy in a positive atmosphere of communities of practice. This model could have benefits if applied in the context of Saudi Arabia and would be transferrable to similar contexts globally.

**Liu (2021)** conducted a study on contextual influence on formal and informal teacher leadership. The objective of the study was to understand teacher leadership in different situations, and reveal whether teacher characteristics and other contextual variables are deterministic for teacher leadership. Specifically, this research tried to answer: 1. What is

the extent of informal and formal teacher leadership in general in different countries? 2. What is the extent of informal and formal teacher leadership for each leadership responsibility in different countries? 3. What is the extent to which formal and informal teacher leadership are related to the country, school, and teacher-level factors? The researcher used the data from the 2013 Teaching and Learning International Survey (TALIS 2013), administered by the Organization for Economic Cooperation and Development (OECD). The data of 104,358 teachers nested in 6045 schools at lower secondary levels within 32 countries available in the 2013 TALIS used in the research. This research used collected data from both the school leader and teachers through two questionnaires. Multiple logistic regression and using Mplus 7 software were utilized for data analysis. The findings of the study were: 1) It was more obvious to observe that among the 32 countries/regions, 14 countries/regions, including Latvia, Netherlands, England, Slovak Republic, Singapore, Czech Republic, Estonia, Australia, Israel, Denmark, Bulgaria, Norway, Alberta (Canada), have both informal and formal teacher leadership above average; 9 countries/regions have above-average informal teacher leadership, and these countries/regions are Italy, Flanders (Belgium), Korea, Romania, Croatia, Poland, Serbia, Sweden, and Finland. 2 countries (Chile and Brazil) have high extent of formal teacher leadership only. Lastly, 8 countries have below-average scores for both formal and informal teacher leadership, which includes the United States, Malaysia, Japan, Spain, Portugal, Mexico, France, and Abu Dhabi (United Arab Emirates). 2) Formal teacher leaders, across all the countries, were more likely held accountable for school leadership responsibilities than informal teacher leaders. They are often the decision makers for developing disciplinary policies, establishing student assessment policies, choosing learning materials, observing teaching, discussing evaluations with teachers, analyzing student performance data, and communicating with parents. Meanwhile, informal teacher leaders could take responsibility for choosing learning materials, determining course content, analyzing student performance data, and communicating with parents. 3) For informal teacher leadership models, female and experienced teachers were more likely responsible for school leadership responsibilities in general. Compare to teachers with less than ISCED5B degrees, teachers with higher degrees are also more likely responsible for leading. Though larger schools might include teachers without positions for professional development, they are unlikely invited to lead for setting salaries, making disciplinary policy, student admission, or even choosing learning materials 4) For formal teacher leadership, there was less consistency for teacher gender and experiences as predictors, while teachers' educational level lower than ISCED5A was

shown as a negative predictor preventing teachers from being formally appointed as leaders. Public schools have less formal teacher leadership compared to their private counterparts, while larger schools have more formal teacher leaders.

**Marak (2013)** studied on educational leadership among secondary school teachers in the south Garo hills district of Meghalaya. The objectives of the present study were: The present study aims to fulfill the following objectives: 1. To study the leadership qualities among secondary school teachers of South Garo Hills. 2. To find out the educational leadership among secondary school teachers regarding gender. 3. To examine the rural and urban differences concerning educational leadership among teachers. 4. To know the difference in educational leadership between private and government secondary school teachers. 5. To know the difference in educational leadership between untrained and trained secondary teachers. 6. To know the variation in leadership among secondary teachers based on their age. 7. To know the difference in educational leadership among teachers based on their experience 8. To know the difference in educational leadership between secondary school teachers and principals. 9. To identify the leadership qualities among teachers based on their teaching subjects. 10. To suggest ways and means to improve educational leadership among secondary school teachers. One hundred twenty-nine secondary school teachers from twenty-one schools from South Garo Hills, District of Meghalaya were selected as samples by random sampling method. The Descriptive Survey Method was used for the present study. Educational Leadership questionnaire for Secondary School Teachers was used to collect data. The data were analyzed through frequency and percentage. The major findings of the study were: 1. Half of the secondary school teachers in South Garo Hills District of Meghalaya have high educational leadership i.e., 51.2% followed by above-average educational leadership category i.e., 38.0% then average educational leadership category i.e., 7.8% teachers and only 3.1% teachers falls under low educational leadership category. 2. Male teachers were slightly higher educational leadership than female. 3. Rural teachers had slightly higher educational leadership than urban teachers. 4. There was a significant difference between Private/Unaided and Govt/Deficit school teachers. The Private/Unaided secondary school teachers were having higher educational leadership than the Govt./Deficit counterparts. 5. The trained secondary school teachers were having higher educational leadership than the untrained teachers. 6. There was a significant difference between below 30 and above 30 teachers. The above 30 secondary school teachers were having higher educational leadership than the below 30 counterparts. 7. There was no

significant difference between below 10 and above 10 secondary teachers. But the above 10-year experience secondary school teachers were having slightly higher educational leadership than the below 10 counterparts. 8. There was no significant difference between principal and secondary teachers. But secondary school teachers are having slightly higher educational leadership than their principal counterparts. 9. Teachers who taught mathematics were having significantly higher educational leadership than the other subject teachers.

**Neelam (2007)** studied teaching effectiveness as a function of leadership behavior and creativity. The purpose of the study was (i) Whether the nature and kinds of leadership behavior among the Teachers affect teaching effectiveness. (ii) Whether the creativity of teachers yields teaching effectiveness. The sample for the present study included 252 teachers from 30 higher secondary schools (ranging from class 9th to 12th) of Chhattisgarh. The Survey Method was used for the present study. The data was collected through a transformational leadership scale, Bhushan Leadership preference scale, and nurturant Leadership scale. T-test and correlation were used to analyze the data. The key findings of the study were 1. A moderately significant and negative relationship existed between autocratic and Nurturant leadership behavior in the teaching effectiveness of higher secondary school teachers. 2. There was no relationship between autocratic and democratic, autocratic and transformational, democratic, and transformational, democratic and nurturant, transformational and nurturant leadership behavior of higher secondary school teachers in teaching effectiveness. II. High-creative and low-creative teachers did not show significant relationships in their teaching effectiveness.

**Rani (2011)** conducted a comparative study of leadership qualities and emotional intelligence of teachers of secondary schools of Rajasthan and Haryana concerning their teaching competencies. The objectives of the study were 1. To study the level of emotional intelligence across selected demographic variables. 2. To examine the Leadership Qualities exhibited by the teachers across selected demographic variables. 3. To find out the teaching competencies of the teachers across demographic variables. 4. To find out the significant difference in emotional intelligence across demographic variables. 5. To find out the significant difference in leadership qualities of teachers across demographic variables. 6. To find out the significance of the difference in teaching competencies of teachers across demographic variables. 7. To find out the effect of emotional intelligence and leadership

qualities on the teaching competencies of teachers. The sample for the present study consisted of 500 secondary school teachers (250 secondary school teachers from Haryana and 250 secondary school teachers from Rajasthan). The Survey Method was used for the present study. The data was collected through the Emotional intelligence scale and scale by L.I. Bhusan. Mean, standard deviation, t-test, and two-way ANOVA were used to analyze the data. The key findings were 1. There was no significant difference in the emotional intelligence level of rural and urban teachers, male and female teachers of Rajasthan and Haryana. 2. There was no significant difference in the emotional intelligence level of the teachers above 30 years of age of Rajasthan and Haryana. 3. There was no significant difference in leadership qualities of rural and urban teachers, male and female teachers of Rajasthan. 4. There was a significant difference in leadership qualities of teachers of more than 30 years age of Rajasthan and Haryana. 5. There was no significant difference in teaching competencies of rural teachers, male and female teachers of Rajasthan and Haryana. 6. There was no significant difference in teaching competencies of teachers of age more than 30 years of Rajasthan and Haryana.

**Blank (2021)** conducted a study titled ‘New Research on Teacher Leadership in Schools: Efficacy of a survey method for analyzing multiple dimensions of leadership’. The objectives of the study were 1) to measure the extent of teacher leadership activities. 2) To analyze the effects of teacher leadership development programs on subsequent leadership roles and activities in schools. The sample consisted of 2 group of teachers. Group 1 consisted of 116 teachers who participated in the Kenan Fellows Program for Teacher Leadership in North Carolina, and the other group was 151 science teachers, who participated in Science Materials Camps for Teachers, a summer professional development organized and led by the ASM Materials Education Foundation. The data was collected through a survey in online mode and analyzed through frequency and percentage. The findings were: 1) A large majority (79%) of Kenan Fellows responding teachers had nine or more years of experience, while 70 percent of the Science teachers’ group had nine or more years’ of experience. 2) Both groups have a high degree of leadership with curriculum and materials i.e., 96% of Kenan Fellows and 81% Materials science teachers shared curriculum and materials, and 93 percent of Kenan Fellows and 77% of Materials science teachers shared instructional practice or strategy. 3) A large majority of Kenan Fellow teachers (92%) participated in a professional learning community in their school and 86 percent participated in a virtual learning network. Among the Materials Science teachers a majority

(64%) reported participation in a school-based professional learning community and 28 percent reported participation in a virtual network with other teachers. 4) Most Kenan Fellow teachers provided leadership through other means of collaborating with colleagues, including mentoring new teachers (80 percent), observing teachers and providing feedback (70%) and co-teaching a course (51%). Leadership was less frequently reported by the Materials Science teachers in the study i.e., 42 percent mentored new teachers, 30 percent observed others and provided feedback, and 29 percent co-taught with another teacher. 5) 75% Kenan Fellows led professional development for teacher content knowledge (e.g., a content standard or topic in science or mathematics), and 78 led a development with instructional methods (e.g., students working in small groups). By comparison, only 36 percent of the Materials Science teachers reported leading professional development for other teachers on science content knowledge, and only 31 percent reported leading development on instructional methods.6) In the area of assessment design or development of student assessments, slightly more than half (52%) of Kenan Fellows had provided leadership with other teachers, while only 35 percent of the group of Science teachers had provided assessment design/development leadership.7) Curriculum development was led by a large majority of Kenan Fellows (70%) with teachers in their school or district, while only 40% of the Science teachers group provided leadership on curriculum development with their schools. 8) After their Kenan Fellow experience the rates of leadership increased to 74 percent serving on School Leader teams, 71 percent providing Induction or Mentoring for new teachers, and 73 percent serving on School curriculum and instruction committees. 9) The former Kenan Fellows teachers reported slightly higher levels of leadership with four items: increasing diversity (30%), seeking funding resources (64%), outreach for student experiences (34%), and working on community problems (65%). The Science teachers group had more involvement in leading with tutoring for students (33%).10) On the Transformational leadership and advocacy measure of teacher leadership, responses from the two groups do not show a consistent pattern across the six questions, and the differences are not statistically significant. 10) 96 percent of former Kenan fellows reported making a presentation to other educators, which was an increase from 71 percent prior to the Fellowship year. By comparison, only 40 percent of science teachers reported making a presentation to other educators. Differences in the responses of the Kenan Fellows and science teacher groups were statistically significant.

### **2.3. Studies Related to the School Support Structure for Teacher Leadership**

**Bonduris (2011)** conducted a study titled ‘who’s leading now: a case study of teacher leadership’. The objective of the study was to examine how the site managed to acquire such high levels of teacher leadership and what structures existed in the school to support and maintain such leadership. The sample consisted of four teachers and one principal. semi-structured interviews were conducted and the interview data were transcribed and organized into four distinct categories: Collaboration, Administrative Support, Teacher Leaders, and Community. The findings of the study were: 1. Teacher leadership has proved to be effective in assisting schools in achieving academic and positive climate goals. 2. Teachers collaborated in both structured and unstructured ways; furthermore, it underscored the importance of administrative support from the principal and other organizational structures. 3. Collaboration among teachers was the focal point in achieving high levels of teacher leadership at a school site. As a principal, one needs to take careful consideration in providing collaboration time and facilitating unstructured collaboration among teachers whenever possible. 4. Teacher empowerment was crucial for an effective and efficient school. The information found will be useful for other schools in creating structures that support and promote teacher leadership, thus creating a more positive climate and efficiently run school site.

**Galland (2008)** conducted a study titled ‘effective teacher leadership: a quantitative study of the relationship between school structures and effective teacher leaders’. The purpose of this quantitative study was to investigate the relationship between certain types of school structures and the effectiveness of teacher leaders. The study focused on teachers who lead from within their classrooms. The types of school structures investigated were determined through an analysis of nine previously conducted qualitative studies. Through this analysis, specific structural components in three categories: (a) role clarity, (b) physical structures, and (c) organizational structures were identified. One hundred fifty-eight teachers from various grade ranges who were enrolled in a professional development program for teacher leaders in a Midwestern state constituted a sample for the investigation. School Structures and Teacher Leadership Questionnaire (SSTLQ) was used. Data from the survey were analyzed using the Pearson correlation coefficient to determine the relationship between specific school structures and teacher-leader effectiveness. A forward multiple regression

analysis was also utilized to determine the predictive value of each of the structural components measured by the SSTLQ. The findings indicated that each of the structural components analyzed was found to have a statistically significant correlation to teacher-leader effectiveness. The category of role clarity had the highest correlation and was found to be the most predictive of teacher-leader effectiveness of the three categories included in the study. These findings have significance for school leaders as they develop and implement programs to support teacher leaders.

**Greenwood (2011)** conducted a study titled ‘African American Teacher Leaders: Selections, Supports, Barriers’. The purpose of this study was to investigate the differences that existed in the selection, supports, and barriers to teacher leadership between African American and Caucasian teacher leaders based on the perceptions of teacher leaders and elementary school principals. The Teacher Leadership School Survey (TLSS) developed by Katzenmeyer and Moller (2009) was utilized for this study. The TLSS contains seven dimensions of support for teacher leaders. These supports include Developmental Focus, Recognition, Autonomy, Collegiality, Participation, Open Communication, and Positive Environment. The sample for the present study consisted of 13 principals and 16 teachers total from the East Alabama Regional Inservice Area, the Black Belt Regional Inservice Area, and the Wiregrass Regional Inservice Area. The research was conducted using a mixed methods design including online surveys and interviews. Data from the electronic surveys were input into an SPSS® (19.0) data file to conduct a descriptive analysis by examining the means and frequencies. ANOVA was also used to analyze the data. Qualitative data from the open-ended survey questions were coded and analyzed by hand, using an emergent theme approach. The study revealed that the perceptions of the participants were consistent across both ethnic groupings and there were no statistically significant differences in the selection, support, and barriers to teacher leadership, although these findings were not generalizable due to the small number of participants in this study.

**Hurt (2015)** conducted a study titled ‘Investigating the Intersection of School Structure and Teacher Leadership: A Mixed-Methods Study’. The purposes of this study were 1) To examine the relationship between enabling school structure and the extent of teacher leadership, 2) To compare the responses to the perception of both (a) the extent of teacher leadership and (b) enabling school structure by (a) school grade level (elementary, middle, and high school) and (b) formal position/role (teacher, teacher in a formalized position of

leadership, administrator). A sequential mixed-methods design was employed. The present study was conducted on a sample of 405 participants through a maximal variation sampling technique. The sample involved teachers, formal teacher leaders such as instructional coaches, nonteaching staff such as counselors, and administrators. The data was collected through observations and interviews, questionnaires, Teacher Leadership Inventory. Thematic analysis, Pearson's correlation coefficient, and two-way ANOVA were used to analyze the data. The findings of the study were: 1) a moderate correlation existed between enabling school structure and the extent of teacher leadership as well as differences in responses based on participants' school level and position or role. In addition, three overarching themes characterized interview responses i.e., teachers' lack of time, the importance of the role of the principal, and the hierarchical structure of the schools and districts.

**Longwell-McKean (2012)** conducted a study titled 'Restructuring Leadership for 21st Century Schools: How Transformational Leadership and Trust Cultivate Teacher Leadership'. The objective of this study was to explore the connections between the practice of transformational leadership and the presence of quality relationships and its impact on developing teacher leaders. A mixed methods research design was employed. 55 teachers have participated as the sample. The data was collected through interviews, Omnibus T-Scale, perception scale, and Multifactor Leadership Questionnaire (MLQ) Rater Form through Survey Monkey, a web-based survey instrument. The data was analyzed through thematic analysis and mean, standard deviation and, the data of Multifactor Leadership Questionnaire and Omnibus T-Scale was analyzed through Statistical Package for the Social Sciences (SPSS) Version 18. This study revealed that shared leadership and trusting relationships were essential to creating environments of support where teachers can become leaders of change. Since gender and years of experience did not appear to be predictive factors in building trust on middle school campuses, principals should not place consideration on these characteristics. One of the most important findings in this study focused on reflective feedback sought by principals from their staff.

**Havenstrite (2021)** conducted a study titled 'Insight from Leaders in Small, Rural School District: A Study of the Iowa Teacher Leadership and Compensation Program'. The purpose of the study was to examine the school context (culture and climate) of teacher leadership. This study followed a quantitative research design which included a sample of 48 teacher

leaders, and 117 principals from 157 school districts. The data was collected through a teacher leadership school survey (TLSS) having open-ended questions and survey items based on a five-point Likert scale and analyzed through mean, standard deviation, frequency, percentage, and thematic coding. The findings of the study were: 1) Both building principals and teacher leaders believed each of the seven dimensions measured by the TLSS was present in their perspective school either “always” or “often”. 2) Many teacher leaders in Small, Rural Schools have multiple roles, limited time, and lack of administrative support provides a barrier to implementing their teacher leadership position. 3) They highlighted building principals support, and having designated time to collaborate as supporting factors in implementing teacher leadership.

**Areias (2016)** conducted a study titled ‘Supports for Teacher Leadership: Teachers’ Perceptions in American-Sponsored Overseas Schools in Africa’. The purpose of the study was to examine the extent teachers in American-sponsored overseas schools in Africa perceive that their schools support the development of teacher leadership. Additionally, the study seeks to explore the extent teachers’ perceptions of school-level supports (organizational structure, professional development, time, recognition, role clarity, and school culture) are correlated with the enactment of phases and levels of intensity of teacher leadership in American-sponsored overseas schools in Africa. A sample was 285 teachers from 30 schools. A questionnaire was used to collect data. The data was analyzed through frequency, percentage, mean, standard deviation, and Analysis of Variance (ANOVA). The findings of the study were: 1) The large majority of teachers reported a high level and intensity of teacher leadership activities, 2) Teachers desired more leadership responsibility, 3) Teachers generally agreed that their schools provided the necessary supports for teacher leadership, 4) There existed significant correlations were evident between teacher leadership levels and the school supports in the areas of organizational structure collaborative leadership, professional development, school culture in which teachers support each other, and school culture of trust, 5) There existed no significant correlations between levels of teacher leadership and organizational structure autonomy, time, recognition, or role clarity, 6) Teachers who reported their schools to have a school culture, in which teachers support one another, also reported a greater number of leadership activities.

**Powles (2016)** conducted a study on teacher leaders’ utilization of servant leadership and the impact on school climate. The purpose of the study was to examine the use of servant

leadership in the school environment by teacher leaders in a single suburban high school in northern New Jersey. The study answered the following research questions: 1) What, if any, influence does the practice of servant leadership methods by teacher leaders have on school climate? 2) How, if at all, does teacher leaders' practice of servant leadership impact their instructional planning? 3) How do supervisors perceive teacher leaders that practice servant leadership skills? The study utilized a mixed method design. The data was collected through a survey by utilizing a Likert type scale, focus group discussion, and one-on-one interviews. The data was analyzed through thematic analysis, and percentage. The sample consisted of 8 teacher leaders and 5 supervisors selected through a convenient sampling technique. The findings of the study were: 1) teacher leaders perceived empathy as the most prevalent influence on school climate. teacher leaders perceive the servant leadership characteristics of empathy and listening to have an influence on the school climate. 2) Teacher leaders perceived the servant leadership characteristics of commitment to the growth of people and empathy as having an impact on instructional planning. 3) Supervisors most frequently observed the servant leadership characteristics of commitment to the growth of people and empathy being utilized by teacher leaders.

**Nganga and Abdullah (2015)** conducted a study on teacher leadership and classroom management practice on special education with learning disability. The objectives of the study were: 1) To identify teacher leadership and its dimensions, namely creating energy in the classroom, building capacity, securing environment, extending the vision, meeting and minimizing crisis, and seeking and charting improvement practiced by special education teachers. 2. To identify special education teachers' perceptions on classroom management practice. 3. To examine the relationship between the teacher leadership and its dimensions namely creating energy in the classroom, building capacity, securing environment, extending the vision, meeting and minimizing crisis, and seeking and charting improvement practiced by special education teachers toward their perceptions on classroom management practice. 4. To examine the significant predictors of special education teachers' perceptions on classroom management practice. The study was conducted on a sample of 179 special education teachers who are teaching in elementary and secondary integration program with learning disabilities in Penang state, Malaysia. This survey study employed a questionnaire to collect quantitative data. The data was analyzed through frequency, percentage, mean, standard deviation, and regression analysis. The findings were: 1) Special education teachers highly practiced all the six dimensions of teacher leadership as well as overall teacher

leadership.2) Special teachers' perception on classroom management practice was found to correlate positively with overall teacher leadership practice.

## **2.4.Studies Related to Teacher Leadership Practices**

**Fetterolf-Klein (2015)** conducted a study on teacher leadership practices, supports, and challenges in implementation of the common core high school math standard. The purpose of the study was to explore and describe the practices of teacher leaders in a PLC content team along with the support they received and needed as well as the challenges they encountered during the implementation of the Common Core State Standards for high school mathematics in a Southern California school district. The qualitative phenomenological study included seven teacher leaders as the sample. The data was collected through interviews and analyzed through e Creswell (2013) and Moustakas's (1994) multiple-step analysis process. The finding of the study were: 1- In relation to the leadership practices: the teacher leaders emerged from the CCSS training with thorough knowledge of the new math curriculum including its vision, purpose, and goals. Four teacher leaders had leadership experience as past department chairs and have experience and leadership training through management positions. Two teacher leaders have attended numerous math trainings while Mr. Call is the only newer teacher who has taken on this leadership role. The practices they experienced to lead their teams' work clustered around using the CCSS vision and purpose to improve student learning and stay focused on their goals, following the timeline and agendas set by the district and TOSA, using and building on the existing trust, and honest relationships to try new things and share experiences and learnings while regularly communicating with the TOSA. 2- In relation to support, teacher leaders received CCSS training as leadership support, professional development support, and time support. The TOSAs provided leadership support through coaching, communication, and the provision of materials and resources. The district-embedded PLC structure provided support through weekly meetings to work collaboratively on curriculum development and included writing integrated units of study for the CCSS implementation.3- In relation to challenges: The teacher leaders described the most concerning challenges as the need for additional time and resources. In addition, the teacher leaders expressed concern that the support from the TOSAs would need to be continued beyond the three years of writing the integrated curricular units. Lastly, there was mentioned the concern about

developing interventions for use by students and parents with the new CCSS math curriculum.

**Eltemamy (2017)** conducted a study on developing a program of support for teacher leadership in Egypt. The purpose of the study was to discover in what ways the Teacher-Led Development Work (TLDW) approach has the potential to allow Egyptian teachers to be part of educational reform and lead innovations. The study was conducted on a group of 50 teachers from four different Egyptian schools. It followed an action-based methodology, that aims to contribute to the current efforts to improve the Egyptian educational system. The methods used in the intervention were mainly qualitative in nature. Because it was an interpretive inquiry, where knowledge is created rather than discovered. An intervention - developed a methodology that drew on different traditions to devise a project which best suited the purpose of this intervention. The data were collected through structured interviews, open-ended questionnaires, observations, unstructured interviews, document reviews, reflective journal and field notes, e-mail exchanges, and focus group discussions. The data were analyzed through thematic analysis. The findings of the study were :1. The program usefully supported teachers in taking action that had a positive impact on the students, teachers, and school as a whole and improved teachers' practice, which was reflected in students' learning capacity, their dispositions towards their schooling, and improved attainments. Most of the participating teachers involved were able to make modest improvements to their own practice.2. In some cases, the participants were able to influence their colleagues and effect changes in their practice .3. The most significant impact observed was on the participating teachers themselves: their professionalism, self-confidence, and self-efficacy that underpinned growth in their skills and pedagogic repertoires.4. Teachers' own experience through TLDW exposed them to different ways of learning, which greatly shaped the way they approached teaching and learning in their classrooms. They were able to experiment with practice, collaborate, reflect, innovate, and take ownership of their learning rather than being directly instructed. 5. Through TLDW, teachers feel highly appreciated and acknowledged for attempting to improve their practice and the practice of their colleagues.6. Through this intervention, school managers, as well as heads of departments, changed their perception about the role of teachers in initiation and development. This made them provide the space and the support of teachers to lead school improvement.

**Kelley (2011)** conducted a study titled 'Teacher and Teacher Leaders' Perceptions of the Formal Role of Teacher Leadership'. The purpose of this study was to explore teachers' and formal teacher leaders' perceptions of the formal role of teacher leadership, what it ideally should look like, and what the actual practice is. 322 teacher leaders and 13 principals of the Vesta school district formed the sample for the present investigation. For this single case study, The data were collected from teachers through questionnaires, focus groups, and interviews and principals through interviews. The collected data were analyzed through thematic analysis. All teachers at three elementary schools were invited to complete an electronic survey and nominate teachers they believed were formal teacher leaders. Nominated teachers meeting the study's criteria as formal teacher leaders were invited to complete a self-administered teacher leader self-assessment survey. Based on the results from the surveys, nine teachers, three from each school, were invited to participate in an interview process with the researcher. The findings showed that a stronger presence of collaboration was desired by teachers, and an understanding of a more formal position, which may support a chain of command design, was better understood by teacher leaders. Teachers consistently referred to communication and collaboration, working as peers, as key in all areas. Teacher leaders often spoken of formal responsibilities such as supporting administrative efforts and guiding peers, as well as acting as a conduit or liaison between teachers and administrators, as being a heavy focus of their role. Teachers and teacher leaders held differing perceptions of the ideal enactment and the reality of the formal teacher-leader role.

**Stifler (2018)** conducted a study on exploring teacher leadership practice, efficacy beliefs, and student achievement. The purpose of this study was to explore teacher leadership practice to understand how the behaviors of teacher leaders, and interactions among them, contribute to teacher and collective efficacy to increase student achievement and close student achievement gaps. A grounded theory approach to qualitative research was used to establish a theoretical foundation among the constructs of teacher leadership, efficacy beliefs, and student achievement. 33 teacher leaders from Northern California constituted the sample for this study. Data were primarily collected through interviews and observation. The collected data were analyzed through thematic analysis. The key findings were: 1) The first phase of findings revealed 17 categories of teacher leadership practice i.e., (a) focus on equity and improvements to teaching and learning; (b) take ownership over the learning of all students and speak positively about them; (c) build relationships with students and show

they care; (d) take initiative, are positive, and go above and beyond; (e) collaborate, use data to inform practice, and share ideas and strategies; (f) learn, mentor, coach, and watch each other teach; (g) are flexible, adaptable, customize instruction, and try new things; and (h) experience and celebrate success and share success with others. These practices were guided and supported by shared leadership, collaboration, and school culture. 2)The second phase of findings revealed three guiding and supporting conditions that provided the direction, environment, and structure for optimal teacher leadership practice i.e., (a) shared leadership focused on equity and improvements to teaching and learning, (b) culture of continuous improvement and student success, and (c) structures that support formal and informal teacher collaboration and social networks.3)The third phase of findings highlighted broad sources of teacher and collective efficacy identified by participants, which included (a) personal experience and success, (b) direct observation, and (c) collaboration and conversation.

**Sublette (2013)** conducted a study on an effective model of developing teacher leaders in STEM education. The objective of the study was to explore teacher leaders' perceptions of their role as teacher leaders based on strategies learned from CMAST and past experiences. The study has guided by these research questions i.e., 1) what success strategies, among teacher leaders of the CMAST, have enabled further development of teacher leadership? 2) What is the best model for developing teacher leaders, according to literature from 2005 to the present? Ten secondary school science and math teacher leaders constituted the sample in this phenomenological study. The data was collected through interview, observation, and performance-based assessment and analyzed through thematic analysis, and coding. A software program NUD-IST was also used for data analysis The findings of the study were: 1) The study of andragogy was highly beneficial for a teacher leader's success. Additionally, continuous professional development, virtual professional learning communities, STEM pedagogy, student-centered learning, and support from the administration were essential for maintaining the success of a teacher leader. 2) Teacher Leader Model Standards, Center for Math and Science Teaching (CMAST), and Creating Leaders to Accelerate School Success (CLASS) model were the best model for developing teacher leaders, according to literature from 2005 to the present.

**Bryant (2017)** conducted a study titled 'Teacher Leader Behaviors: A Quantitative study of a Teacher Leadership Development Academy and Teacher Leaders' five practices of

Exemplary Leadership Behaviors’. The purpose of the study was to determine the impact of a teacher leadership professional development academy on teacher leaders’ use of the Five Practices of Exemplary Leadership behaviors as measured by the Leadership Practices Inventory. The research utilized a quantitative ex post facto design. The sample consisted of 92 self-identified teacher leaders (82 female and 10 male) who completed a two-year transformational leadership professional development academy. The researcher used LPI created by Kouzes and Posner and published by Wiley/Pfeiffer. The LPI was an individual 360-degree feedback report and tool to assist leaders in gaining perspective into how they see themselves as a leader, how others see them, and what actions they can take to improve their use of the Five Practices of Exemplary Leadership: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. The study analyzed LPI data collected by the transformational teacher leadership development program from 2011 through 2016. The data was analyzed by using a dependent t-test through SPSS. The finding revealed a significant difference in teacher leadership behaviors before and after participation in a transformational leadership professional development academy.

**Smith (2015)** conducted a study titled ‘Does Professional Development in a Los Angeles Charter School Produce Teacher Leaders?’ The purpose of the study was to better understand professional development, teacher leadership, and any connections between the two concepts. The study utilized a sociological case study approach. The sample was 9 teachers employed in Variety High School, California. The data was collected through focus group interviews, case study observations, and document analysis. Transcriptions of the interviews were coded and looked at in a very punctilious manner. After the interview, professional development documentation from the school site was analyzed and compared to the 74 observations, and interviews. Thematic analysis, content analysis, and percentage were used to analyze data. The findings of the study were: 1) 71% of teacher respondents said that professional development involved teacher collaboration. 2) 44% of the teachers who responded to this question pointed to being a “classroom leader” with 100 being associated with being a teacher leader. However, 67% of the teacher participants said “leading/mentoring others” and “leading outside of the classroom” were defining characteristics of teacher leadership. 3) 75% of teacher respondents concurred that leading or helping others was imperative to how schools defined teacher leaders. 50% of teachers said that leading inside the classroom was a part of how schools defined teacher leadership.

Additionally, 25% of teachers defined taking responsibility, leading outside of the classroom, and other factors that they were unsure about as important to how schools defined teacher leadership. 4) 100% of teachers admitted that yes, there should be a connection between professional development and teacher leadership and the connection depended on the teachers or professional development.5) 29% of teachers pointed to teacher practice being improved by professional development.6) 44.4% of teachers responded that professional development helped to strengthen teacher leadership capacity.7) Teachers reported positive connections between professional development, teacher leadership, and student success.

**Sharar and Nawab (2020)** conducted a study titled ‘Teachers’ perceived teacher leadership practices: A case of private secondary schools in Lahore, Pakistan’. The objective of the study was to explore secondary school teachers’ perceptions of their leadership practices in Lahore, Pakistan. A case study method was utilized for the study. The sample was 4 teachers selected through the criterion-purposive sampling technique. The data were generated using semi-structured and open-ended interviews. The interview questions were framed around the six dimensions of the Kentucky Teacher Leadership Framework, looking for specific stories and examples of teacher leadership under those dimensions. The data was analyzed through thematic coding. The findings revealed that: 1) The participant teachers perceived that they were engaged in leadership practices that involve leading from the classroom such as their involvement in decisions that reflect best practices and responsiveness to students’ needs.2) Teachers shared that they help junior and novice teachers through modeling and mentoring for maintaining the attendance register and classroom management. Some of the junior and novice teachers also acknowledged the support they received from those teachers.3) Some significant dimensions of teacher leadership listed under the sphere of leading the groups and teams, namely, working to involve parents and community, facilitating teacher work groups, and encouraging teacher collaboration were not explicitly emerging from the views of the teachers. Most of the participant teachers shared were related to students.4) The teachers practice some aspects of teacher leadership though they were lacking in higher-level of leadership practices such as connecting the school to the wider world or developing collaboration with other organizations.5) The participant teachers exercised partial and limited leadership roles in schools.

**Sly (2008)** conducted a study on teacher leadership in south-east queensland anglican schools. The purpose of the study was to explore the issue of teacher leadership in South-East Queensland Anglican schools. This qualitative study employed Symbolic interactionism as a method. Under the frame work of Symbolic interactionism, the design of this study involved two stages of research: an exploration stage and an inspection stage. The exploration stage is designed to gain an understanding about what is going on around here, by describing in detail what is happening in the social situation and hence becoming more acquainted with the situation under review. The inspection stage is the second step and involves “isolating important elements within the situation and describing the situation in relation to those elements. A sample of 16 teachers of South-East Queensland Anglican schools was selected through the experience Sampling Method. The data were collected through focus group interviews and analyzed through thematic coding. The findings of the study were: 1) The broad understanding of teacher leadership was unrecognized in the field of education. 2)Teacher leadership was a complex phenomenon. 3)Teacher leadership was principled action in support of learning. 4) There was untapped potential for teacher leaders to act as change agents in school revitalization. 5)Collegial relationships, the provision of time, relevant professional development, and administrative support enable teacher leadership. 6)There was a need for a role-making policy to support teacher leadership. 7)The development of teacher leadership in South-East Queensland Anglican schools required support from the Anglican Schools Commission, school principals, and the teachers themselves, through deliberate action in developing appropriate policy and practice.

**Sharp et al., (2021)** conducted a study on teacher and administrator perspectives from experiences in the teacher leadership initiative. The purpose of this study was to examine the reported effects of the participation in the Teacher Leadership Initiative (TLI) on leadership, school improvement, and teacher and administrator professional practices. This study utilized a descriptive multiple-case study approach. The sample in this study were 8 classroom teachers and 4 school administrators from the states of Ohio, Iowa, Mississippi, and Montana who participated in an eleven-month teacher leadership initiative. The Teacher Leadership Initiative was a three-year pilot promoting teacher leadership implemented through a partnership between the National Education Association (NEA), the National Board for Professional Teaching Standards (NBPTS), and the Center for Teaching Quality (CTQ). The data was collected through Interviews through zoom.us, an online video chat recording service, and through recorded voice interviews. The interviews were transcribed

through trint.com and analyzed through thematic analysis. The findings of the study were: 1) All the TLI teachers reported TLI improved efficacy and pedagogical skills, and leadership skills. 2) They also revealed that TLI had a positive impact on the learning of other teachers and their students through the implementation of their individual projects. Individual projects included three teacher mentoring programs; improving teacher leadership at the building level; expanding the development of the local teacher's union; and improving classroom assessment and writing using technology at the school and district levels. 3) The teachers had experienced many professional conversations with this administrator before TLI but felt that because of the TLI experience, his capacity and confidence to have a conversation at the leadership level increased significantly. Through the process of the Teacher Leadership Initiative, this teacher now identifies himself as a teacher leader.

## **2.4. IMPLICATION FOR THE PRESENT STUDY**

The researcher referred a total of 48 studies. The studies were categorized based on the nature and types of study. The studies were divided thematically into 3 categories namely 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. There are 29 studies under-category studies related to perceptions and attributes of teacher leadership, 9 studies related to the school support structure for teacher leadership, 10 studies related to teacher leadership practices.

Out of the studies reviewed, there were several studies that focused on the various themes of teacher leadership. It includes developing the ability of teachers (Saucedo, 2014), key attributes and development of teacher leadership (Duval, 2017; Govero, 2022; Cera, 1998; Sinha and Hanuscin, 2017), principals' perceptions of teacher leadership (Boyd, 2011), teachers' perceptions of teacher leadership (Kenjarski, 2015; Mann, 2016), influence of leadership professional development opportunities on teacher leaders' perceptions of their leadership (Gul, 2016), case study of teacher leaders' professional development (Shah, 2016), developing a program of support for teacher leadership (Eltemamy, 2017), formal teacher leaders and informal teacher leaders and their influence on school culture (Lovelace, 2019), training for a new generation of teacher leaders (Danallo, 2008), support for ethnically diverse teacher leaders (West, 2008), relationship between teacher leadership perception and professional learning community engagement (Godlesky, 2018), the role of

leadership preparation in teacher leaders' formation of critical consciousness and enactment of critical teacher leadership (Levine, 2008), influence of transformational principal practices on developing a teacher leadership pipeline (White, 2020), building teacher leadership capacity through school-level supports and professional development (Harding, 2017). There were several studies that focused on teacher leadership practices (Fetterolf-Klein, 2015; Stifler, 2018), the formal role of teacher leadership (Kelley, 2011), an effective model of developing teacher leaders in STEM education (Sublette, 2013), teacher leadership development academy, professional development and teacher leadership (Bryant, 2017; Smith, 2015), teachers' perception about their teacher leadership practices (Sharar and Nawab, 2020). There were studies conducted on support structure for teacher leadership (Bonduris, 2011; Hurt, 2015; Areias, 2016), relationship between school structures and effective teacher leaders (Galland, 2008), African American teacher leaders: selections, supports, barrier (Greenwood, 2011), transformational leadership and trust cultivate teacher leadership (Longwell-McKean, 2012), teacher leadership and compensation program (Havenstrite, 2021). There were studies conducted on teacher leadership and school culture, teacher leaders' utilization of servant leadership and the impact on school climate (Powles, 2016), teacher leadership and classroom management practice (Nganga and Abdullah, 2015). There were studies conducted on teacher leaders regarding preparedness to execute functions of teacher leader model standards (Mosley, 2012), teacher leadership: development and research based on teacher leader model standards (Shelton, 2014), teacher leadership capacity (Jones, 2020), teachers' self-perceptions of their role as generalist (Falls, 1999), examination of teachers' participation in teacher leadership (Smith, 2007), teacher perceptions of supports and barriers for professional collaboration (Wendel, 2022), teachers' perceptions and reported practices of teacher leadership (Alsalahi, 2016), contextual influence on formal and informal teacher leadership (Liu, 2021), educational leadership among secondary school teacher (Marak, 2013), teaching effectiveness as a function of leadership behavior and creativity (Neelam, 2007), leadership qualities and emotional intelligence of teachers (Rani, 2011), new research on teacher leadership in schools (Blank, 2021). In the area of problems of teacher leadership i.e., teacher leadership in south-east Queensland Anglican schools (Sly, 2008) study was conducted. There was a study conducted on teacher leadership initiative (Sharp et al., 2021).

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. There were 14 studies of the quantitative type used descriptive survey design (Duval, 2017; Mann, 2016; Galland, 2008; Havenstrite, 2021; Areias, 2016; Jones, 2020; Smith, 2007; Liu, 2021; Marak, 2013; Neelam, 2007; Rani, 2011; Blank, 2021; Nganga and Abdullah, 2015). There were various studies of the qualitative type used case studies (Govero, 2022; Gul, 2016; Shah, 2016; Danello, 2008; White, 2020; Sinha and Hanuscin, 2017; Kelley, 2011; Smith, 2015; Sharar and Nawab, 2020; Bonduris, 2011). There were five studies that used phenomenology (Saucedo, 2014; Lovelace, 2019; Wendel, 2022; Fetterolf-Klein, 2015; Sublette, 2013) and one study used semi-phenomenological design (Boyd, 2011). One study used an exploratory research design (Alsalahi, 2016) and one study used the symbolic interactionism method (Sly, 2008). There was one study of the descriptive multiple case study approach (Sharp et al., 2021). Q-methodology research design was also used (Kenjarski, 2015). One study was based on experimental design (Eltemamy, 2017) and a study used quantitative ex post facto design (Bryant, 2017). Critical micro-ethnographic design used in a study (Levine, 2008). One study used grounded theory approach (Stifler, 2018), and interpretative methodology was also used (Harding, 2017). There were eleven studies used mixed-methods design (West, 2008; Cera, 1998; Godlesky, 2018; Greenwood, 2011; Hurt, 2015; Longwell-McKean, 2012; Mosley, 2012; Shelton, 2014; Falls, 1999; Powles, 2016).

In terms of tools used for data collection, out of the studies reviewed, the studies' data collection tools also varied as it depends on the objectives and the research design. In the reviewed literature questionnaires and interviews were the most familiar tool. More than 25 studies used questionnaire (Saucedo, 2014; Govero, 2022; Mann, 2016; Shah, 2016; Eltemamy, 2017; West, 2008, Godlesky, 2018; Kelley, 2011; Galland, 2008; Greenwood, 2011; Hurt, 2015; Longwell-McKean, 2012; Havenstrite, 2021; Areias, 2016; Mosley, 2012; Jones, 2020; Shelton, 2014; Falls, 1999; Smith, 2007; Liu, 2021; Marak, 2013; Neelam, 2007; Blank, 2021; Powles, 2016; Nganga and Abdullah, 2015; Duval, 2017). In more than 25 studies interview were used (Boyd, 2011; Gul, 2016; Shah, 2016; Eltemamy, 2017; Lovelace, 2019; Danello, 2008; West, 2008; Godlesky, 2018; Levine, 2008; White, 2020; Harding, 2017; Sinha and Hanuscin, 2017; Fetterolf-Klein, 2015; Kelley, 2011; Stifler, 2018; Sublette, 2013; Smith, 2015; Sharar and Nawab, 2020; Bonduris, 2011; Greenwood, 2011; Hurt, 2015; Longwell-McKean, 2012; Sharp et al., 2021; Mosley, 2012; Jones, 2020; Falls, 1999, Wendel, 2022; Alsalahi, 2016; Powles, 2016). In some studies, observation was

also used for data collection (Govero,2022; Eltemamy, 2017; Danello, 2008; Cera, 1998; Levine, 2008; White, 2020; Stifler, 2018; Sublette, 2013; Smith, 2015; Hurt, 2015).One study used perception scale (Longwell-McKean, 2012), and one study used emotional intelligence scale (Rani, 2011).There were some studies used focus group discussion (Eltemamy, 2017; West, 2008; Harding, 2017; Sinha and Hanuscin, 2017; Kelley, 2011; Shelton, 2014; Falls, 1999; Alsalahi, 2016; Powles, 2016; Sly, 2008). One study used Q-methodology as primary tool (Kenjarski, 2015). In one study leadership practices inventory was used (Bryant ,2017).There were studies that used portfolios (Danello, 2008), assignments (Levine,2008). Three studies used document review (Cera,1998; White,2020; Smith, 2015).

In the reviewed literature, data were analyzed applying data analysis techniques such as frequencies, content analysis, thematic analysis, documentary analysis, triangulation, Pearson correlation and multiple regression, ANOVA, MANOVA, frequency, percentage, mean, mode, multiple logistic regression, standard deviation, mann- whitney U tests, and PQ method.In many studies (more than 12 studies), frequency, and percentage were used (Saucedo, 2014; Duval, 2017; Mann, 2016; Areias, 2016; West, 2008; Smith, 2015; Havenstrite, 2021; Mosley, 2012; Marak, 2013; Blank, 2021; Powles, 2016; Nganga and Abdullah, 2015).In ten studies mean was used (Saucedo, 2014; Duval, 2017; Mann, 2016; West, 2008; Longwell-McKean, 2012; Havenstrite, 2021; Areias, 2016; Mosley, 2012; Rani, 2011; Nganga and Abdullah, 2015). One study used mode (Saucedo, 2014). Standard deviation was also done in some studies (Duval, 2017; Longwell-McKean, 2012; Havenstrite, 2021; Areias, 2016; Mosley, 2012; Rani, 2011). Some studies used ANOVA (Duval, 2017; Greenwood 2011; Hurt, 2015; Areias, 2016; Jones, 2020; Smith, 2007). There were studies that used MANOVA (Duval, 2017; Mosley, 2012; Rani, 2011). Seven studies used t-test (Duval, 2017; Bryant, 2017; Mosley, 2012; Jones, 2020; Shelton, 2014; Neelam, 2007; Rani, 2011). There were studies that used co-relation (Mann, 2016; Godlesky, 2018; Galland, 2008; Hurt, 2015; Mosley, 2012; Neelam,2007). Multiple regression analysis was also used in three studies (Galland, 2008; Nganga and Abdullah, 2015). One study used multiple logistic regression and using Mplus 7 software were utilized for data analysis (Liu, 2021). Some studies used content analysis (Saucedo, 2014; Duval, 2017; Smith, 2015; Jones, 2020). One study used critical theory guided the analysis (Cera,1998).Constant comparison analysis and classical content analysis were used (Lovelace, 2019).In one study eclectic approach was applied (Shah, 2016). A large number of studies were used thematic

analysis (Boyd, 2011; Gul, 2016; Shah, 2016; Eltemamy, 2017; Lovelace, 2019; Danello, 2008; West, 2008; Godlesky, 2018; Levine, 2008; White, 2020; Harding, 2017; Sinha and Hanuscin, 2017; Fetterolf-Klein, 2015; Kelley, 2011; Stifler, 2018; Sublette, 2013; Smith, 2015; Sharar and Nawab, 2020; Bonduris, 2011; Greenwood, 2011; Hurt, 2015; Longwell-McKean, 2012; Sharp et al., 2021; Mosley, 2012; Jones, 2020; Falls, 1999; Wendel, 2022; Alsalahi, 2016; Powles, 2016; Govero, 2022; Havenstrite, 2021; Mosley, 2012; Shelton, 2014; Cera, 1998; Sly, 2008). In a study, Mann-Whitney U test was done (West, 2008). Reconstructive analysis was used in a study (Levine, 2008). One study used Creswell's (2013) and Moustakas's (1994) multiple-step analysis process (Fetterolf-Klein, 2015). PQ method statistical computer program (version 2.35) was used in one study (Kenjarski, 2015).

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.

Researches have also been conducted abroad on teacher leadership practices and its effects on student achievement. 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.