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DEPARTMENT OF GENERAL MANAGEMENT

TEACHER LEADERSHIP AND ITS IMPACT ON
QUALITY OF EDUCATION
(IN THE CASE OF TIME INTERNATIONAL ACADEMY)

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SMU, ADDIS ABABA, ETHIOPIA

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APPROVED BY BOARD OF EXAMINER

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STATEMENT OF DECLARATION

I hereby declare that Developing Teacher Leadership and Productivity of the School (in the case of Time International Academy) research is entirely the work of Hewan Melaku. I have carried out the present study independently with the guidance and support of the research advisor, Asst. prof. Serkalem G.kirstos (Ph.D.). In addition, any other contributors or sources either have referenced in the prescribed manner or has listed in the acknowledgments together with the nature and the scope of their contribution. Moreover, the study is entirely of mine and had not been submitted for the award of any Degree or Diploma Program in this or any other Institution. It is in partial fulfillment of the requirement of the program Master's Degree in General Management.

Hewan Melaku

Date: _____

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

Advisor

Signature

St. Mary's University, Addis Ababa FEBRUARY, 2021

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DEFINITION OF TERMS

SM: School Management

SPSS: Statistical Package for the Social Sciences

TIA: Time International Academy

ABSTRACT

The quality of education and the value of teaching are dropping through time. Teachers are losing power in the school and thus, the quality of education is degrading. If schools are to bring better quality into education, teachers have to be empowered and the quality of teachers should be increased. Teacher leadership is all about empowering teachers, solving their problems, and creating a better and productive work environment in the school. Besides educational and other supporting material, quality teachers are the most powerful weapons a school needs to use properly to be productive enough. This thesis aims to describe teacher leadership and its impact on quality education. Besides, it evaluates and describes the level of application of teacher leadership in TIA. Convenient sampling technique is used to select teachers who fill the questionnaires and interviewed to gather data.

The result from both the questionnaire and interview shows that teacher leadership is applied in a very miniature way. It also shows that the application of teacher leadership suffers from a lack of awareness and focus.

To increase the productivity of teachers and the school, the school administration needs to work on developing teacher leadership. Developing teacher leadership includes improving the quality of the teachers themselves and their lifestyle.

CHAPTER 1 INTRODUCTION

This thesis focuses on the leadership role played by teachers in the classroom, out of the class with their colleagues, management staff, and the community. Education is suffering from a lack of knowledgeable teachers due to low pay and other reasons. In this research, the reasons for the lower quality of education as the measure for the productivity of the teacher are discussed.

Ethiopian educational quality has been questioned by different scholars. Though educational coverage has presented progress, it still needs lots of work. According to an article published by Emmanuel development association (“Education Quality in Ethiopia”, 2011), the quality of education in Ethiopia is highly suffering.

Regardless of the constructive outcomes, the education system is still facing different problems. According to Bezabih (2019) shortage of teachers and low quality of education are problems of education all over Ethiopia. Incompetence and dropout rate are still high. He also stated that the Ethiopian education system is facing problems from low quality and equity.

Teachers are the most significant factor in shaping the quality of Education. Teachers play a vital role in educational quality improvement. Shimelis (2017) indicated that school and teachers have a great impact on student achievement.

Teacher's motivation level strongly affects their performance in contributing teaching and learning process. Shimelis (2017) teacher's motivation influence the quality of education provided in a given education system.

"Regardless of the efforts made, increased participation in primary education was not accompanied by quality learning outcomes. Graduates of primary education lack competence which requires the integration of knowledge, skills, and the necessary values. The focus seems on factual knowledge, and good proportion children fail to master basic skills of leaning at first cycle completion." Tirussew et al (p. 15, 2018)

Ethiopian education development road map(2018) states that Inadequate educational facilities and materials that include clean and separate sanitation facilities, teaching materials, laboratory and lab materials, unsafe school environment and poor physical condition which is almost in every primary school, recruiting less committed applicants and low achievers, poor subject matter knowledge and know-how of the teaching force, low teachers' motivation and high teachers' turnover are challenging to the quality of education in Ethiopia (Tirussew et al, 2018).

Besides, primary school students tend to have little inspiration, interest, and commitment in their education, inadequate student support system and absenteeism hindered the students from acquiring adequate literacy, numeracy, and skills required to continue education. Hamidah et al (2016).

Families pay a high amount for private schools, especially in Addis Ababa. It happens to be obvious that such schools focus only on some aspects like the communication skill of the students, yet other things are no different from the public schools. Both public and

private students will be competitive depending on their effort, assuming that there are no other factors. The point I want to raise here is that the school being private or public; families paying too much or less; all students do not have teachers who can be model. Let alone thinking their teachers as their model; they don't respect them enough not to mock them. We are hearing lots of true stories which look like a joke, about students and teachers in high school. Our community is focused on the money that a job can produce and teachers are low paid, which shows us that high achievers do not want to be teachers. Besides, parents do not wish teaching to be their children's career. This decreases the interest and then their productivity on their job.

We can say the reason behind the low quality of education in the first place is teachers not being model for their students. Teachers are not interested in their job, them doing it only for survival being a reason for losing interest; there are also other factors like the teaching and learning process is not aided by laboratory experiments. Besides, the student's attention is taken by many other things. Technology has allowed them to explore the world and different information. They have options like social media; in case they get bored with the class. So the teachers are expected to beat the other things to take the interest and attention of the students. Instead of following the traditional teaching and learning process; it is better to use some new techniques and supporting the class with laboratory experiments, which might help in having the student's attention and interest. However, this is not going to be achievable since the teachers themselves are not interested in their job to put this much effort into it. They want to escape teaching if they have the opportunity for the reasons I already discussed above; like they are not paid enough, the community doesn't appreciate working as a teacher. Besides, a job that doesn't pay off discourages the worker.

As it happens to be obvious that there is a problem in the quality of education that most of the community agrees to refer to students not being able to do what is expected from them; which makes their living in the university to be harder than it should be. Some of them leave school early while some of them manage to go through to graduation and fail at work. It is also not deniable that some of them putting their maximum effort to change themselves and succeed positively. Generally, this shows that our schools are not productive enough in this aspect.

I hope this study helps to improve the quality of education from the perspective of

- The teachers' capacity which can solve other problems partially;
- It reveals the connection between the teacher leadership development and achievement of the students;
- It gives detail on the definition, effect, and recommendations on what measures should be taken to correct the side effects of failing to have leader-teacher;
- It emphasizes the components required to develop teacher leadership such as pieces of training and creating the environment to productive and effective teaching and learning process.

In doing so, it aims at increasing the productivity of the teaching and learning process.

1.1. Statement of the problem

From all the reasons for the low quality of education; we are facing; the absence of teacher leadership is the main reason. Limited leadership roles, inadequate participation of stakeholders, lack of experience and skills among school principals and low coordination of school community are hindrance to quality of education (Mengistu et al, 2019). Teaching

plays a great role in technology, health, culture, and way of living aspects. Keeping this in mind, the responsibility, qualification, and reward for teachers should be improved; so that the community can get all the benefits of teaching.

The study of Belay and Melaku (2019, p 7) states that the salaries for teachers are not enough even for survival which caused high turnover. Furthermore, this has caused teaching to be considered as an opportunity for those who fail to meet the requirement for the other jobs. Such teachers are not settling for career development, rather they take it as an option till they find the right job. Teachers are low paid, not a high achiever, and not trained to lead the teaching and learning process. As a result, they lose interest in what they do. This also creates high employee turnover in schools.

Teachers are not involved in leadership. Belay and Melaku (2019, P7) said “education administrators interfere on teacher’s jobs.” It is assumed that they are supposed to do as they are ordered from the principals or the school administrators. A guide is given to them from school heads or principals to perform in the classroom. This guide might not consider the classroom condition and the teaching ability of the teacher. Since the teachers are the ones who implement it, where they are not part of the development of the guide makes it harder to implement. Whatever the school administrations thought is good for the improvement of the school, without the involvement of the teachers it is hard to be implemented.

Generally, the problems of teacher leadership and schools highly affect student's achievement. Through the student's achievement, the problem comes back to school affecting its reputation. This study aims to reveal the relationship between teacher

leadership and productivity of schools. Besides, emphasizing the contribution teachers can make to the improvement of school productivity.

1.2. Objectives of the study

The objective of my thesis will dwell with the following

1. To show the relationship between teacher leadership and productivity of the teaching and learning process.
2. To show how to create a better environment for the teaching and learning process.
3. To increase the productivity of schools.

1.3. Significance of the study

This thesis will embrace all the significance of education, as it aims to improve education by improving the teaching career. Improved education is the base for the development of a nation economically, socially, and in other important aspects. Besides education is a source of healthier people, reducing poverty and increased productivity. If implemented properly, this thesis will enable creating a business, political, science leaders.

This study has a wide range of significance. It embraces all the significance of education for a nation and different individuals. It aims to improve education by improving the teaching career which is also the base for education and education is the base for the development of a nation economically, socially, and in other important aspects. Besides education is a source of healthier people, reducing poverty and increased productivity. Well educated and skilled people are the ones who become leaders in their business sector, as well as national leaders with creative ideas, are the ones educated well. Successful

education will fulfill the purpose of every family sending their children, mental, physical, social, and overall development.

Increased salary, the improved value of teachers, increased satisfaction, confidence in what they do, improved leadership capacity, exercising leadership will be some of the significance of this thesis.

This paper can also be used as a starting point for further study. For the researcher, it helps me to fulfill the requirement for the accomplishment of a Master's degree in business administration.

1.4. The scope of the study

Different schools have different management styles, organizational culture, and policies. This thesis covers only teachers of TIA. As a result, it won't cover the practices of other schools.

This study covers the concepts of teacher leadership from the perspective of the teachers of TIA. It only reflects on the experience and awareness of the teachers.

1.5. Limitations of the study

The study of teacher leadership is wide in scope, which makes it harder to cover within this study. Moreover, teachers are not familiar with the concept of teacher leadership. This made the questionnaire and interview hard to gather the right information. It was a must to give them a brief description of the topic so their answers match with the question.

Finding previous studies on the concept within the Ethiopian context was exhausting. Previous studies I got to refer were only on one specific topic like decision making, but not teacher leadership as a whole.

Teacher leadership is not the only factor that affects the process and productivity of teaching and learning. This thesis will focus on teacher leadership which cannot cover the other aspects that contribute to the good productivity of teaching and learning.

CHAPTER 2 LITERATURE REVIEW

The absence of teacher leadership in most of our schools is the reason for the low value of teachers, low quality of education. This thesis is concerned about empowering teachers to produce good achievements of students who are considered as one means of achieving the productivity of schools. This chapter contains a review of articles written by scholars in the area of teacher leadership.

2.1. Introduction

The concept of teacher-leadership was started in the early time when there was no school, where one teacher was responsible for the curricula and achievement of the students. Through time schools change to consist number of rooms and teachers with a central administration office. Which removed teachers from the administrative jobs. To improve the performance of one school, hold talented teachers, Wattleton (n.d.) suggests that the administration should not be a single person's responsibility. This shows us that school leadership has lots of obligations in it that should be decentralized throughout the whole school stakeholders, mostly teachers.

2.2. Definition of teacher-leadership

All the scholars have a slight difference in their definition of teacher leadership, they agree that teacher leaders influence is not only contained in classrooms but goes beyond to colleagues and others influenced by their leadership skills and their impact on the school.

The definition of teacher leadership is broad and somehow differently stated by scholars. Teacher leadership is more of authorizing and enabling teachers to practice leadership. Leadership is a continuous process through which the leader and follower learn to influence, which will develop everyone, leader, and follower, to become leaders at some point. "Teacher leadership is primarily concerned with enhanced leadership roles and decision-making powers for teachers without taking them out of the classroom." (Alma and Daniel 2003). William (2007) Defines teacher leadership as a system where work gets done is what matters most, in which a recognized leader delegates authority to teachers, there is not always an obvious leader in charge, and teachers may even lead and make change occur in the face of administrative apathy. Teacher leadership has the potential to make fundamental cultural changes to the educational system. Nancy and Martin (2012) also believed teachers who function professionally to affect student learning, work for school development, inspire others by their action, and empower others to take part in educational improvement are teacher leaders.

According to Alma and Daniel (2003), all teachers have their way of managing their classrooms; mostly depends on the background of the teacher and affect the classroom and the school's condition in its way. Teachers feeling free to be the ruler of the classroom helps them to give their best to the class. Classroom trends, teacher-student relationships, and teacher-teacher relationships should be managed well to have the best results in the classroom.

“The culture of teacher leadership entails that teachers engage in professional dialogue with colleagues; share ideas, knowledge, and techniques, participate in collaborative problem-solving around classroom issues, hone provocative lessons in teams, exhibit passionate

professionalism and enjoy extensive opportunities for collegial professional dialogue” Nancy and Barbara (p 315, 2012). The improvement involves changes, doing things different from the routine, teacher leadership sometimes requires managing a process of change by convincing others to use a new approach. Teacher leaders motivate colleagues to become more skilled and thoughtful regarding their work, encouraging them not to do things differently but to do them better (“What is Teacher Leadership”). Teacher leadership involves a set of skills shown by teachers who influence their classroom to others in the school or elsewhere. Organizing and motivating others to improve their achieve school goals. Which makes teacher leaders expertise in engaging others in complex work. Teacher leaders also show the characteristics of a firm passion for the main mission of the school and the courage to challenge obstacles to achieving that mission.

Wattleton (n.d.) created a model called the REACH model to demonstrate teacher leadership. The REACH model relates teacher leadership with essential steps to satisfy the leadership role as a typical learner, teacher, and contributor in school development. REACH is an abbreviation. Where R stands for Risk-taking, E-effectiveness, A-autonomy, C-collegiality, and H-honor.

Teacher leaders are sensitive to problems regarding students, besides they are always ready to participate in solving their student's problem by being accountable to the consequences. The illustration of risk-taking behavior explains confidence, positive motivators, and enhanced self-esteem. Moreover, teacher leaders strongly believe that consequences depend on actions and they take responsibility for their teaching and student achievement.

Through experience, teacher leaders develop a variety of teaching techniques to be effective in teaching all of their students. Wattleton (n.d.) suggested that teacher leaders also can develop curriculum and recommend textbook selection. Teacher leaders are effective when they know how to meet standards to adopt the school district and be evaluated positively. They have a positive relationship with their students and empathize enough to provide some flexibility and accommodations when appropriate.

Autonomy is the other characteristic of teacher leadership that refers to showing initiative, independent thought, and responsibility. Teacher-leaders reflect on their classroom practice with more imaginative ownership, more ownership more room to making a difference. These opportunities let the teacher have the autonomy necessary to effectively work initiatives for student achievement. Initiative teachers are confident to respond to problems require risk-taking by themselves. The other side of autonomy is responsibility. Which means that they need to take responsibility for the corresponding result as they reflect their own thought or ways in the classroom. This doesn't mean that the teacher is accepting more work rather it means that the teacher is working his/her work as a self-manager and leader.

Teachers have to accept their responsibility to ensure quality. As they do this they need a community that respects them as contributing professionals. Collegiality refers to a commitment to a common cause, shared professional values, and culture. To develop collegiality among members trust in intentions and competencies is a must.

The idea of a leader being a strong and model person is obvious. Leaders always respect the ethical values of the community and are honored by the community for it. This allows

the teacher-leader to create a good relationship with the students and also important stakeholders. Besides, respecting the ethical values of the community allow the teacher to teach the values with confidence.

2.3. Decision making

According to Hassan and John (2019) leaders need to collaborate and retain mutual respect among all school members to make leaders, administration staff, teaching staff and students must feel part of any decision making. Otherwise, looking forward to achieving lasting change and improving student achievement outcomes will be difficult to take initiatives and decisions.

Involving teachers in decision making enhances communication among teachers and administrators while improving the quality of an educational decision. Teacher's participation in decision making increases the teacher's willingness to implement them. It also improves the quality of teachers' work environment. The decision-making process involving teachers is mandatory for the effectiveness of the operations of the school. Besides teachers are entitled to their decision so that they protect it and make a way to implement it through collaboration. If a teacher's involvement in decision making is low, they tend to behave as they are strangers to the school environment. As a result, they lose a sense of commitment and commitment to the school. Yismaw and Bekalu (2016) also noted that low participation in decision making is the reason for frustration and boredom.

Teacher leadership Increases participation by interested teachers which leads to ownership and commitment to the established school goals. Shared decision making allows teachers to be committed to decisions that emerge. Teachers have powerful input to decision

making, which they have to consider themselves as leaders. As a result teacher's confidence and effectiveness to enjoy ownership in decisions will increase. (Nancy and Barbara, 2012). Teacher leadership appreciates teachers to involve in managerial activities such as choosing textbooks and instructional materials, shaping curriculum, setting standards for pupil behavior, evaluating teacher performance, selecting new teachers, and selecting new administrators. (Alma and Daniel, 2003)

Teacher's involvement in decision making has a positive effect on teachers other than increased ownership feeling. Alma and Daniel (2003) said that the teacher's involvement in decision making decreases teacher absenteeism and increase school effectiveness. Where leadership is a shared responsibility of teachers and heads, schools are more likely to be productive. Strong collaboration among school administrators and teachers results in significant improvements in student learning and achievement.

2.4. Working with others and collegiality

The main role of teacher leaders is working with colleagues to try out new ideas and to encourage them to adopt leadership roles. Teachers having a good collegial relationship has a great contribution to school productivity. A strong collegial relationship sets the foundation for generating forms of leadership and shared ideas which most likely is to result in positive change. Collegiality has significant importance to build sustainable conditions for the productive learning of students. The productive work environment is necessary for the teacher so that they create an environment for the students to develop their productivity. "Teacher leadership is premised upon a power re-distribution within the school, moving from hierarchical control to peer control. In this leadership model, the

power base is diffuse and the authority dispersed within the teaching community. An important dimension of this leadership approach is the emphasis on collegial ways of working. For teacher leadership to be most effective it has to encompass mutual trust and support” (Alma and Daniel, 2003).

SM should offer opportunities for teachers to participate in decision making and lead in school development. Alma and Daniel (2003) list the behaviors of a productive work environment for teachers and included shared decision-making power, staffs with their decision-making committee, considering staff view into account, providing autonomy of teachers, altering working conditions so that staff have collaborative planning time, and creating chances for staff development. To appreciate the leadership potential of teachers, schools need to change their leadership and tradition into allowing teachers to practice while preserving values.

2.5. How to develop teacher leadership

Teacher excellence is the most important determinant of student performance (Pont et al, 2008). Developing teacher leadership means developing a teacher's professional and leadership skills, and empowering them to practice their skills in and outside the classroom. SM focused on improving the motivation, capacities and working environment of teachers is most likely to improve student learning.

Yusof et al (2016) approve the importance of developing teacher leadership to increasing students' performance, skill, and value. Developing teacher leadership encourages collegiality, increases teacher's confidence, develops expertise network, works for continuous learning, and encourages others to take a leadership role (Alma and Daniel,

2003). Yusof et al (2016) also recommended raising the entry bar for teachers, upgrading the quality of continues professional development, allowing teachers to focus on their function of teaching, implement competency and performance-based career progression, increase ways to specialize subject role, develop a peer-led culture of professional excellence and certification while developing teacher leadership. Killion et al (2016) also mentioned defining teacher leadership, favorable conditions, and dispositions for teacher leadership, and assessment of the impact of teacher leadership as a systemic approach to developing teacher leadership.

According to a study made in Scottish College by Kelly (2016) all teachers are enthusiastic and receptive to be involved in the development of leadership. Teacher's enthusiasm is about their interest in teacher leadership and engaging in the development. It is an important factor.

Collegiality is a partnership, collaboration, and sharing responsibility between colleagues. Effective teaching in modern schools is collegial and transparent, cooperative and collaborative, and conducted in teams and larger professional learning communities (Pont et al, 2008). SMs need to support and promote teamwork among teachers. Alma and Daniel (2003) indicated that developing teacher leadership highly depends on the interpersonal relationship between SM and teachers staff. Teacher leaders sometimes face difficulties such as vulnerable SMs by who don't want teachers taking a leadership role, and teachers not experiencing leadership. Overcoming these difficulties and changing the school culture into a culture that encourages change requires a strong interpersonal relationship. Interpersonal skills that are important for teacher leaders include building trust and relationships with colleagues, undertake organizational diagnosis through data collection,

understanding, and managing change, managing their work, building skills and confidence in others, and utilize resources (Alma and Daniel, 2003). According to a study on the Practice and Challenges of Instructional Leadership in Selected Preparatory Schools of Hadiya Zone by Addisu (n.d.) to build relationships among teachers and administrators, interpersonal skills are mandatory. Teacher leaders who have good interpersonal skills can engage in collaborative learning in which student learning is the focus. Teacher leadership thrives most effectively in schools where teachers and administrators share a sense of collective responsibility for the learning of every student (Killion et al, 2016).

Involving teachers in decision making is another component of teacher leadership. According to Pont et al (2008) schools that have teacher's greater say in curricular decision-making demonstrate higher student performance. In settings where school leaders can barely influence course offers and content, steps should be taken to strengthen school leaders' responsibilities so that they can manage and adapt the curriculum to local needs, ensure coherence, and match their offer to school learning goals. Distributed leadership may be made more sustainable through team structures or committees i.e. by giving it long-term institutional form. However, effective distributed leadership is based on expertise rather than formal position or years of experience. Teams may be developed in response to contextual or current challenges or opportunities. Encouraging distributed leadership can also build leadership capacity among potential leaders, strengthening succession planning. This type of leadership works most effectively in a climate of trust and mutual support. (Pont et al, 2008)

William (2007) stated that to sustain teacher leadership cultures, schools need to have their focus on developing teachers in their learning and in supporting others to learn.

Recognition for their contribution, mutual respect, and caring, autonomy, and creativity encourages teacher leadership. Teachers working together in a satisfactory environment is an important factor for the success of a school. Schools should provide a suitable environment for teachers so that teachers can make the same environment, in which students can achieve better. Schools need to develop teacher leaders and provide opportunities for teachers to exercise leadership. Here is a list of ways that Alma and Daniel (2003) suggest for schools to create a suitable environment for the development of teacher leadership.

Teachers tend to be leaders if they have a high level of the subject and pedagogical skills. Teacher leadership emphasizes that teachers need to develop leadership skills such as workshops and group leading, working collaboratively, mentoring, action research, and adult teaching. Continuous follow-up and positive feedbacks are necessary for developing and sustaining teacher leadership. Besides continuous professional and leadership skill development programs are required to develop teacher leadership (Alma and Daniel, 2003). Providing, promoting, and participating in teacher development that is relevant to school context and aligned both with overall school improvement goals and teachers' needs is a key responsibility for school leaders which policymakers need to emphasize (Pont et al, 2008). Devolving option over training and development budgets to the school level enables school leaders to offer and coordinate meaningful professional learning opportunities for all their teachers. Kelly (2016) also agree professional training opportunities should be promoted in schools. Different types of training help to develop teacher leadership and enhance the status of teachers.

According to Alma and Daniel (2002) continuous professional development follow-up is required to develop their skills in mentoring, teaching adults, action research, and organizational diagnosis. Independent meetings where staff ideas to be considered lead SM to the understanding of change barriers and problems while establishing an effective problem-solving team. If the school environment includes these things, it is approved that teacher leadership will develop.

For teacher leaders to participate in the leadership activities, increases the workload of teachers and without appropriate reward, it might result in resentment. Alma and Daniel (2003) suggest schools that aim to develop teacher leadership have to consider some forms of reward. Kelly (2016) refers to recognition as one way of reward. Teacher leaders has to be recognized for their effort in any way. It is also important to create a means for sharing experiences. Sharing can be used as one way of recognition. In the process of developing teacher leadership mentoring provides an opportunity for leadership as well as a way of recognition for teachers looking for promotion.

Greater autonomy for school-level professionals is associated with better student performance. However, autonomy alone does not guarantee improved school leadership. School leaders also need an explicit mandate and the capacity, motivation, and support to use their autonomy to focus on the responsibilities most conducive to improving school and student outcomes (Pont et al, 2008).

Moreover, school administrations making time to plan, work together with teachers, and visit classrooms to evaluate and monitor the process. Opportunities to be trained and more qualified motivates teacher leaders. Kelly (2016) reported that Focus should be given for

workload and scheduling. Teacher's time should be used for impacting students in any way. Teachers also need time to develop themselves as teacher leadership. SM should manage time to planning together, building teacher networks, and visiting classrooms. Alma and Daniel (2003) reported SM support, administrative skills, communication skills, understanding of organizational culture, and a review of traditional patterns of power and authority in school systems as factors for successful teacher leadership. Kelly (2016) also supports this idea by suggesting the involvement of all stakeholders in creating the environment for the development of teacher leadership. Besides, SM involvement classroom observation and feedback is associated with better student performance. However, SMs do not always have sufficient time and capacity to focus on this important responsibility. Policymakers need to address constraints limiting the capacity of SM to engage in meaningful teacher evaluation activities, including providing appropriate training (Pont et al, 2008).

Opportunities for teachers to develop teacher leadership should be available for all teachers equally (Kelly, 2016). The scholars believe that developing teacher leadership will help teachers to own competitive capabilities and bring accomplishment and enjoyment from their job. Besides, improved career pathways and fair and transparent evaluation will be additional gains for the implementation of the teacher leadership (Yusof et al, 2016).

2.6. Significance of developing teacher leadership

Collaborated staffs who share core values and goals participating in the decision making of the school allow responsibility to be shared between teachers and administrators, which

improves school effectiveness. School improvement requires a capacity to work collaboratively in a way that improves colleagues' capability (Alma and Daniel 2003).

The concept of teacher leadership proposes empowering teachers will improve their professional as well as interpersonal skills. Teacher's skill directly affects the achievement of students and those who are being coached. Staff members working together in a culture where they can feel acknowledged increases expertise (Alma and Daniel 2003). Besides teacher leadership increases teacher motivation.

A positive collegial environment ensures schools to provide productive learning. According to Alma and Daniel (2003) studies show that schools with a developed professional community have a higher academic performance of students. Teacher leadership improves the chances of a student's higher achievement.

2.7. Barrier to teacher leadership

Even though studies show that teacher leadership is important both for schools and individual teachers, there are also barriers to developing teacher leadership in school. According to Alma and Daniel (2003), the main barrier is structural, which is a top-down leadership model. This model is used in many schools. Besides teachers are not empowered to make their own decision, in other words not able to practice new ideas held up their ability to lead. Teacher leadership highly depends on the SM sharing their power with teachers, and teachers' respect and acceptance to their colleagues' ideas.

School cultures where there are excessive rules are constraints of teacher leadership and its influence. According to Kowalski (1995), the control creating this culture appears in three scopes. These are the tension between state legislatures and local school boards, tensions

between school districts and individual schools, and tensions between administrators and teachers within a school. These control mechanisms influence the implementation of teacher leadership. Besides, this comes from legislatures' control over public education because of political pressures, SMs suspicion on the legislatures and centralization of power, and SM fretful about sharing power and reducing control.

Tight controls are barriers for teacher leadership as they keep teachers from addressing students as required. Similarly, teacher's autonomy is related to their teacher leadership practice. Limited autonomy results in the culture where teachers are responsible to implement others' decisions.

According to William (2007), teachers need time to participate in teacher leadership activities. Using all the time they have for classroom teaching, teachers get tired and lose interest to involve in additional teacher leadership activities.

William (2007) argues teachers should not be held accountable for their students' achievement if they are not involved in the decision making about curriculum and other things concerning teaching and learning. Regardless of lack of time and money, to think teachers accountable for student's achievement is one barrier to developing teacher leadership. This trend will make teachers lose their interest in their job.

Lack of common goals, spare time for a meeting, and SM's leadership style that is ill-assorted to open sharing between colleagues, low communication, and trust, existing bureaucratic and hierarchical administrative structures are barriers for collaboration required for teachers to take part in.

CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY

This chapter explains how the research is performed; which includes the data collection methods, sample selection, and data analysis methods to be used in this research. The theoretical and methodological perspectives used in this research are discussed. The purpose of this study is to show the current teacher leadership experience of teachers and their relationship to the students' achievement. Besides, it describes the low quality of the education system from the perspective of teacher leadership.

3.1. Research design

This is descriptive research that describes a phenomenon and its characteristics (Hossein, 2015). This study tends to describe the current situation regarding teacher leadership without explaining the reason why it is like this. "It is restricted to factual registration and that there is no quest for an explanation why reality is showing itself this way" (Wendelien and Theo, 2002). This thesis studies the current situation of teacher-leadership in schools; focusing on TIA.

Qualitative and quantitative data gathered through interviews and questionnaires so that mixed approach analysis will be used to see the relationship between the teacher-leadership and the productivity of the school. Assuming that the answer of the respondents shows their activity in the classroom, the effort they put towards the success of their teaching, and their relationship with their staff members, the management, and the community in general.

What the respondents think and their experience is an essential part of the qualitative research. The inquiry guides the respondents to measure their understanding, feeling, and experience through words that can define a range that cannot be measured scientifically.

Qualitative researches explore people's experience and how they understand their experience. While quantitative researches examine the relationship between variables (Hassan, 2016). Quantitative data is data that can be represented in a mathematical model and statistics for analysis, which provides numeric results. Qualitative data is a type of data that is not easily described in numbers. It describes relationships, providing answers such as satisfactory, good, or excellent relationship (Fahmeena, 2016).

Qualitative research aids the understanding of social issues that cannot be measured or described quantitatively. It is concerned with the inductive analysis of a social actuality with both descriptive and exploratory approaches. It unravels the meanings involved in a specific social construct. Qualitative research focuses on smaller samples where the researcher recorded information to reveal its implication in different qualitative ways such as description, explanation, and exploration. In general, they provide the opportunity of analyzing a specific social construct deeply (Muhibul Haq, 2015). Qualitative research considers human thought and behavior in a social context and covers a wide range of phenomena to understand and appreciate them thoroughly. Human thought, reasoning, interaction, norms, composition, and other human behaviors are discussed historically by examining incidences. It gives participants the chance to contribute to the research. However, it requires higher experience and self-understanding of the participants. Eyisi Daniel (2016).

Archival documents analysis, analysis of videos and photographs, unstructured interviews, open-ended questionnaires, ethnography, and focus group discussions are data collection methods in qualitative research. Face-to-face semi-structured interviews allow researchers to record more and accurate data depending on the research question and objectives by capturing the feelings and body gestures of respondents in addition to what they verbally express, which makes it the most commonly used technique in qualitative research. This method consists of open-ended questions allowing the interviewer and interviewee to ask relevant and different questions as required. Besides, the environment will be relaxed so that interviewees provide honest answers. The one-to-one semi-structured interview process is easy to manage, only two people and only one data source at a time. Although this method is easy to conduct, it is more expensive and time consuming compared to the other methods. Qualitative data is gathered through interviews and questionnaires. Assuming that the answer of the respondents show their activity in the classroom, the effort they put towards the success of their teaching and their relationship with their staff members, the management and the community in general (Muhibul Haq, 2015)

3.2. Population and sampling techniques

A convenience sampling technique is used to select the sample from the teachers of TIA. “Convenience sampling is used because it is quick, inexpensive, and convenient.” (“Sampling Technique”). Convenience sampling is used because it requires very little planning. The researcher used participants who are available at the moment of data collection. The population for this thesis will be TIA high school teachers.

The primary data collection method is a questionnaire which was distributed to all high school teachers of TIA. At the same time, interview was also held with randomly selected

administrators. The interview intends in helping the researcher to notice attitudes and emotional views that can be hidden during the questionnaire.

This study explores the existing environment and interpretation of the teacher leadership concept in different high schools. Teacher leadership is a concern for all teachers, though addressing all teachers is impossible because of time and other constraints.

3.3. Types of data to be collected

The researcher used primary data sources. The techniques used to collect data are questionnaires and interviews. The questionnaire contains close-ended questions in Likert scale response choices and both close-ended and open-ended questions are included in the interview. Likert scale is a psychometric response scale mainly used in the questionnaire to obtain a participant's degree of agreement with a statement (Ankur and Dinesh, 2015).

SPSS is used to analyze the data to show the implication of the data gathered on the development of effective teacher leadership and school improvement. "SPSS is a Windows-based program that can be used to perform data entry and analysis and to create tables and graphs. SPSS is capable of handling large amounts of data and can perform all of the analyses covered in the text and much more. SPSS is commonly used in the Social Sciences and the business world" ("Introduction to SPSS").

According to Eyisi Daniel (2016), the data collection method used in qualitative research gives a full picture of the correspondence of the participants. The observation of participants and focused group nature of the qualitative research approach creates a deep understanding of manners. Finally, the qualitative research approach provides plentiful actual data about people and situations. Since the data is collected from the questionnaire

distributed and interview held for this specific thesis, it is from the primary data source. The questionnaire contains close-ended questions in Likert scale response choices and both close-ended and open-ended questions are included in the interview.

3.4. Data collection methods

One of the most commonly used data collection tools is the questionnaire. Questionnaires involve people who are concerned about the specific study and pass through a sampling procedure. Which in this case is a convenience sampling method. The researcher used available teachers at the time of distributing the questionnaire. A high response rate is one advantage of a questionnaire. Gathering data with questionnaires can be complicated. Preparing clear questions is a challenge while creating questionnaires because unclear questions construct complications in data collection as well in the data analysis. Words could be misleading that put accuracy of the data in question. Moreover carelessly written questions can raise doubt between the researcher and participants, which results in incorrect information (Simion, 2016).

3.5. Data analysis methods

In the case of using a questionnaire, questions must be prepared before the implementation of the research. A questionnaire comprises many questions, both closed-ended and open-ended questions, used to gather quantitative data. In qualitative research, collected through questionnaires is changed into measurable and numerical data by the researcher for analysis purposes (Simion, 2016). According to Muhibul Haq (2015), data analysis is more complicated in qualitative research than in quantitative research since data are buried in the text. Qualitative researchers deal with the issue where there is no prior knowledge. Most

qualitative researchers start with observation and tend to go to a tentative conclusion, inductive method to make sense of the data. Thematic analysis, descriptive approaches, grounded theory, interpretative phenomenological analysis, narrative analysis, and discourse analysis are the most commonly used qualitative data analysis techniques. The choice of data analysis technique depends on the type of data collected and the objectives of the research.

Analyzing qualitative data is more of interpreting words, symbols, and observations in texts. The interpretation process starts with coding, then organizing through different subjects in the manner of producing findings that support the researcher's theory. Once data is gathered, it needs to be ready for the analysis. Making the data ready includes identifying and amending faults. Another important part of making data ready is creating a procedure for organizing and keeping a record of data. The process of organizing and facilitating data for analysis is often called coding. Both qualitative and quantitative data are coded before analysis is conducted. After the coding process is the analysis which helps to produce conclusions and research findings (Simion, 2016).

In this specific research, the data collected is validated, which means data collection and sampling methods used as it is described above besides, the completeness and neatness of the data were checked and only valid data is used in the research. The next part was to code the data of the responses, which are measured in weights of strongly disagree, disagree, neutral, agree, and strongly agree are coded as 1 to 5 respectively. Then the data is encoded to the SPSS for analysis purposes. All the graphs are generated from SPSS. I used percentages to show how the responses relate to the respondents.

CHAPTER 4 RESULTS

4.1. Introduction

In this chapter, the data collected through questionnaire and interview and its corresponding definition and implication is discussed and analyzed. After the collecting of data through questionnaires and interviews is finished, the data were analyzed with SPSS and the result is presented in the form of tables and figures. The answers of the respondents are analyzed and presented in the form of tables and figures with descriptions. From the questionnaires distributed and collected, it was found out that the 68 questionnaires are valid and contain readable responses.

The data collected show the teacher leadership experience in TIA. This thesis shows the absence of teacher leadership and the ignorant environment of schools that have lowered the quality of education, the value of teachers as well as learning. Discussions on the collaboration among colleagues, decision making outside of the classroom, student's achievement, school culture, teacher leadership work & teacher's satisfaction are the main parts that are covered.

4.2. Personal information

The personal information section contains questions that explore the demographic characteristics of the respondents, such as gender, age, educational level, and teaching experience in years.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	47	69.1	69.1	69.1
	Female	21	30.9	30.9	100.0
	Total	68	100.0	100.0	

Table 4-1 Gender distribution

The above bar chart represents the gender distribution. The first demographic character is sex, from a total of 68 respondents 47 (69.1%) are male respondents and the rest 21 (30.9%) are female. There are a large number of male respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	9	13.2	13.2	13.2
	26-35	42	61.8	61.8	75.0
	36-50	17	25.0	25.0	100.0
	Total	68	100.0	100.0	

Table 4-2 Age group

Respondents whose age is younger than 25 years old count (13.2%, n=9). 42 respondents or 61.8% of the respondents were between the ages of 26 and 35 years old. 17 respondents or 27% of the respondents are between the ages of 36 and 50 years old.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	2	2.9	3.5	3.5
	BA/BSC	26	38.2	45.6	49.1
	B.Ed	12	17.6	21.1	70.2
	M.Ed	15	22.1	26.3	96.5
	other	2	2.9	3.5	100.0
	Total	57	83.8	100.0	
Missing	System	11	16.2		
Total		68	100.0		

Table 4-3 Educational level

The educational level bar chart shows the education composition of the respondents. Two respondents that cover the 2.9% of the respondents attained diploma, educational level of the majority is in BA/BSC level which is 26 in number and 38.2%. If we include those who have a Bachelor's degree in education, the number increases to 38 (55.8%). 22.1 % (15) respondents are Master's degree holders in education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<5	20	29.4	35.1	35.1
	5-10	17	25.0	29.8	64.9
	10-15	16	23.5	28.1	93.0
	>15	4	5.9	7.0	100.0
	Total	57	83.8	100.0	
Missing	System	11	16.2		
Total		68	100.0		

Table 4-4 Experience

The above bar chart is used to describe the respondents' teaching experience. 29.4% (20) have less than five years of experience, 25% (17) have five to ten years of experience, 23.5% (16) have ten to fifteen years of teaching experience and 5.9% of the respondents have greater than fifteen years of experience.

4.3. Teacher's work with others at their school

How often would you say you	Weight	Always	Often	Occasionally	Rarely	Never
Voiced your personal thoughts about teaching or learning with other teachers?	N	30	20	16	2	0
	%	44.1	29.4	23.5	2.9	0
Assisted another teacher who specifically asked for or needed support?	N	11	35	17	5	0
	%	16.2	51.5	25	7.4	0
Worked with other teachers to solve a school problem, not about your class?	N	18	22	12	9	7
	%	26.5	32.4	17.6	13.2	10.3

Took an action that increased parent participation here at school?	N	1	14	32	21	0
	%	1.5	20.6	47.1	30.9	0
Complemented or thanked another teacher for work done to improve the school?	N	7	19	17	20	5
	%	10.3	27.9	25	29.4	7.4
Asked another teacher for advice or help with a teaching problem you had?	N	3	25	26	13	1
	%	4.4	36.8	38.2	19.1	1.5

Table 4-5 Teacher's work with others at their school

This part of the questionnaire is created to gather information about teachers work with others, which means collaboration, team spirit, and openness between teachers and parents. The first question asked was that how would they say they voiced their thoughts about teaching or learning with other teachers and 44.1% replied always, 29.4% often, 23.5% occasionally, and 2.9% rarely. 16.2% said that they always assisted another teacher who specifically asked for or needed support, 51.5% often, 25% occasionally and 7.4% said rarely. 26.5% of teachers said they always worked with other teachers to solve the school problem that is not about their class, 32.4% often, 17.6% occasionally, 13.2% rarely and 10.3% never worked with other teachers to solve a school problem which is not about their class.

The highest frequent answer given for teacher's action increasing parent participation in the school is occasionally which 47.1%, 30.9% said rarely, 20.6% and 1.5% replied often and always respectively. 29.4% of the respondents rarely complimented or thanked another teacher for work done to improve the school, 27.9 often, 25% occasionally, 10.3% always and 7.4% never complimented or thanked other teachers. The last question is if

they asked another teacher for advice or helps with teaching problems they had, only 4.4% said always, 36.8% often, 38.2% occasionally, 19.1% rarely and 1.5% never.

4.4. Analysis of level of trust among colleagues

How would you rate the following statements	Weight	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
You felt supported in your work by other teachers here at school.	N	7	34	6	21	0
	%	10.3	50	8.8	30.9	0
You welcomed views of other teachers that were different from your own here at school.	N	3	27	16	22	0
	%	4.4	39.7	23.5	32.4	0

Table 4-6 Analysis of level of trust among colleagues

Though the level differs, 60.3% of the respondents agreed that they feel supported in their workplace. 8.8% have a neutral feeling about the support in their work by other teachers in their school. On the other hand, 30.9% of the teachers disagreed with the statement that they felt supported in their work by other teachers. 4.4% agreed that they welcome views of others that were different from their own. 23.5% neither agreed nor disagreed that they welcomed views of others that were different from their own. Whereas 32.4% of them replied that they do not welcome views of others that were different from their own.

4.5. Analysis of decisions teachers made about teaching

How often would you say you	Weight	Always	Often	Occasionally	Rarely	Never
Sought advice from another teacher, an article, or a book about a better way to teach something?	N	13	19	15	16	5
	%	19.1	27.9	22.1	23.5	7.4
Tried a strategy in your classroom that you had never tried before?	N	6	18	15	20	9
	%	8.8	26.5	22.1	29.4	13.2
Kept note of student behaviors and, as a result, changed your teaching strategy?	N	11	20	19	13	5
	%	16.2	29.4	27.9	19.1	7.4
Independently solved a problem that may have been an administrator's job to fix?	N	7	15	16	22	8
	%	10.3	22.1	23.5	32.4	11.8

Table 4-7 Analysis of decisions teachers made about teaching

Depending on the data, 19.1% teachers always, 27.9 often, 22.1% occasionally, 23.5% rarely and 7.4% never sought advice from another teacher, an article, or a book about a better way to teach. 8.8% always and 26.5% often tried a strategy in their classroom that they had never tried before. Those who occasionally tried a strategy in their classroom that they had never tried before are 22.21%; 29.4% rarely and 13.2% never tried a strategy.

Question asked how often they would say they kept note of student's behaviors and as a result changed their teaching strategy; 16.2% rated always, 29.4% often, 27.9% occasionally, 19.1% rarely and 7.4% never. 10.3% always, 22.1% often, 23.5% occasionally, 32.4% rarely, and 11.8% never independently solved a problem that may have been an administrator's job to fix.

4.6. Teachers participation in the improvement of the school

How would you rate the following statements	Weight	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
You took an action whose goal was increasing the success of all the students in this school.	N	9	22	12	21	4
	%	13.2	32.4	17.6	30.9	5.9
You played an important role in building the professional community here at school.	N	7	32	7	19	3
	%	10.3	47.1	10.3	27.9	4.4

Table 4-8 Teachers participation in the improvement of the school

A total of 25% of respondents disagreed with taking action whose goal was to increase the success of all the students in the school, 17.6% rated neutral while 45.6% agreed that they take action whose goal was to increase the success of all the students in the school.

57.4% agreed that they played an important role in building the professional community in the school, 32.3% disagreed and 10.3% stayed neutral.

4.7. Influence that had an impact on students' achievement

How would you rate the following statements about your part in students achievement	weight	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The most important factor in your students' achievement is your relationship with them.	N	14	22	13	18	1
	%	20.6	32.4	19.1	26.5	1.5
You are responsible for the success and failures of the students in your classroom.	N	18	26	7	15	2
	%	26.5	38.2	10.3	22.1	2.9
You make certain you translate the school's goals for improvement into your own classroom practices.	N	17	26	13	10	2
	%	25	38.2	19.1	14.7	2.9

Table 4-9 Influence that had an impact on students' achievement

As can be deduced from Table 4.5 it indicates that most of the respondents agreed that the most important factor in the students' achievement is their relationship with the students, that is 22(32.4%) and 14(20.6%) of the total sample who replied agree and strongly agree respectively. Whereas 13(19.1%) replied neutral, 18(26.5%) disagree, and 1(1.5%) respondents strongly disagreed with the statement. Amongst all 2 of the respondents who account 2.9% of the total sample have strongly disagreed and 15 respondents (22.1%) of the total sample have disagreed 2 about being responsible for the success and failures of the students in their classroom. And there were 7 numbers of respondents (10.3%) of the total sample who were neutral. Besides, 26 of the respondents (38.2%) of the total sample have

agreed and 18 of the respondents which are 26.5% of the total sample have strongly agreed for being responsible for the success and failures of the students in their classroom.

As table 4.5 illustrates, 2.9% (2 in number) of the respondents have strongly disagreed and 14.7% (10 in number) of the respondents have disagreed on making certain that they translate the school's goals for improvement into their classroom. But, 13 respondents (19.1%) of the total sample were neutral. Furthermore, 26 respondents (38.2%) of the total sample have agreed and 17 number of respondents who are rated as 25% have strongly agreed.

4.8. School culture

How would you rate the following statements about your school culture	Weight	Always	Often	Occasionally	Rarely	Never
Teachers and administrators share a common vision of the mission/purpose of this school.	N	9	21	19	17	2
	%	13.2	30.9	27.9	25	2.9
I am encouraged to take the initiative to make improvements.	N	10	21	17	16	4
	%	14.7	30.9	25	23.5	5.9
My ideas and opinions are valued and respected.	N	15	32	21	0	0
	%	22.1	47	30.9	0	0
I participate in decisions that affect me.	N	6	36	10	16	0
	%	8.8	52.9	14.7	23.5	0

The school administrators and staff work as a team.	N	14	34	11	9	0
	%	20.6	50	16.2	13.2	0
Administrators work to provide teachers with time and space for collaboration.	N	7	23	18	19	1
	%	10.3	33.8	26.5	27.9	1.5

Table 4-10 School culture

To weight the school culture, Table 4.6 indicates that 2 numbers of respondents (2.9%) of the total sample have strongly disagreed and 17 respondents, 25% of the total sample have disagreed on teachers and administrators sharing a common vision of the mission/purpose of this school. The above table also shows that 19 number of respondents 27.9% of the total sample were neutral. On the other hand, among the respondents, 21(30.9%) of the total sample respondents have agreed and 9 respondents that accounted to 13.2% have strongly agreed on sharing a common vision. Four respondents which account for 5.9% of the total sample have strongly disagreed with being encouraged to take initiative to make improvements. Similarly, 16 respondents, 23.5% of the total sample have disagreed with being encouraged. Apart from this, there are 21respondents (30.9%) of the total sample who have agreed and 10 respondents who account for 14.7% of respondents of the total sample who have strongly agreed.

About 30.9% or 21 respondents of the total sample said that their ideas and opinions being valued and respected occasionally. While 47% of the respondents reported often and 22.1% of the respondents said that their ideas and opinions are valued and respected always.

For the question asked to find out how would they rate their participation in decisions that affect them, 6 respondents which accounted for (8.8%) said that they always participate in decision making that affects them. Thirty-six respondents that made 52.9% of the total sample reported that they always participate, while 10 respondents which accounted for (14.7%) occasionally and 16 respondents which accounted for (23.5%) rarely participate in decision making that affects them.

The question is to rate school administrators and staff working as a team where the most frequent answer given is often, accounted for 50% of the respondents that is 34 in number. Moreover, 14 respondents accounted for (20.6%) of the total sample said that administrators and staff always work as a team. Eleven respondents accounted to (16.2%) of the total sample who were neutral about teachers and administrators working as a team, and 9 respondents accounted to (13.2%) of the total sample who replied as rarely. Nineteen of the respondents of the total sample that accounted to 27.9% replied as rarely and 18 respondents which accounted for (26.5%) of the total sample were neutral about administrators' work to provide teachers with time and space for collaboration. In addition to this, 23 numbers of respondents of the total sample that accounted to 33.8% replied as often, and 7 numbers of respondents of the total sample that accounted to 10.3% replied that administrators work to provide teachers with time and space for collaboration.

4.9. Teacher leadership work

How do you think teachers' involvement in the following leadership activities should be	weight	Not be involved	Consult administrators	Share response with administrators	Share equally responsibility with administrators	Take primary responsibility with administrators
mentoring new teachers	N	19	12	17	9	1
	%	42.6	17.6	25	13.2	1.5
modeling valued practices to peers	N	14	12	25	15	2
	%	20.6	17.6	36.8	22.1	2.9
choosing textbooks and instructional materials	N	16	19	25	7	1
	%	23.5	27.9	36.8	10.3	1.5
shaping the curriculum	N	15	20	23	10	0
	%	22.1	29.4	33.8	14.7	0
providing professional development for other teachers	N	19	17	9	2	0
	%	27.9	25	30.9	13.2	2.9
setting standards for student behavior	N	14	19	28	5	2
	%	20.6	27.9	41.2	7.4	2.9
setting promotion and retention policies	N	14	30	16	8	0
	%	20.6	44.1	23.5	11.8	0
selecting new teachers	N	23	13	18	12	2
	%	33.8	19.1	26.5	17.6	2.9

Table 4-11 Teacher leadership work

As can be deduced from Table 4.7 the result of part of the questionnaire that is dedicated to finding out their opinion on some of teacher leadership activities and their responsibilities regarding these activities. The result shows what the respondents think the teacher's involvement in leadership activities should be. In respect of the fact that teachers should take primary responsibility with administrators in mentoring new teachers, one of the respondents of the total sample that accounted to 1.5% thinks that teachers should take the primary responsibility with administrators in mentoring new teachers. Nine respondents of the total sample that made 13.2% think that teachers should equally share the responsibility of mentoring new teachers with administrators. On the other hand, 17 respondents of the total sample that accounted to 25% said that they think teachers should share responsibility with administrators. Twelve respondents of the total sample that represent 17.6% have consulted administrators to mentor new teachers. Out of the total respondents, 19 of the total sample that accounted to 42.6% reported that teachers should not be involved in such actions.

Two respondents of the total sample that accounted to 2.9% who think teachers need to take primary responsibility with administrators in modeling valued practices to peers and 15 respondents of the total sample that accounted to (22.1%) think teachers need to share responsibility equally with the administrators and 25 respondents of the total sample that accounted to 36.8% think that teachers need to share responsibility with administrators to model valued practice to peers. Twelve respondents of the total sample that accounted to 17.6% think that teachers' involvement should be as consulting administrators in modeling valued practice to peers and 14 respondents of the total sample that accounted to 20.6% believed that teachers should not be involved at all.

In respect of the fact that teachers should take primary responsibility with administrators in choosing textbooks and instructional materials, one respondent that accounted to 1.5% thinks that teachers need to take primary responsibility with administrators in choosing textbooks and instructional materials and 7 respondents that accounted to 10.3% of the total sample think that teachers need to share responsibility equally with the administrators. Twenty-five respondents that accounted to 36.8 % think that teachers share responsibility with administrators. Nine respondents that accounted to 27.9% think that teachers should consult administrators in choosing textbooks and instructional materials and 23.5% of the respondents of the total sample think that teachers should not be involved in choosing any teaching and instructional material. According to the collected data, none of the respondents think that teachers need to take primary responsibility with administrators in shaping the curriculum and 10 respondents that accounted to 14.7% of the total sample said that they think that teachers need to share the responsibility of shaping the curriculum equally with the administrators. Twenty-three respondents that accounted to 33.8% of the total sample said that teachers have to share responsibility with administrators, and 20 respondents that accounted to 29.4% of the total sample who think that teachers should consult administrators in shaping the curriculum while 15 respondents that accounted to 22.1% believed that teachers should not be involved in any manner to shape the curriculum. In providing professional development for other teachers, while 13.2% of the respondents reported that teachers should share responsibility equally with administrators. While 30.9% believe that they should share responsibility with administrators, 25% responded that teachers should consult administrators and 27.9% believe that it should not be the teacher's responsibility to provide professional development for other teachers.

Concerning teachers' responsibility in setting standards for students, two respondents that accounted to 2.9% think that teachers have to take the primary responsibility with administrators to set standards for student behavior and 5 respondents that accounted to 7.4% think that they have to share equal responsibility with administrators. Twenty-eight respondents that accounted to 41.2% shared responsibility with administrators, while 19 respondents that accounted to 27.9% believe that teachers should consult administrators and 14 respondents that accounted to 20.6% think that teachers are not supposed to be involved in setting standards for student behavior.

Regarding setting promotion and retention policies, 14 of the respondents that accounted to 20.6% think that they shouldn't have involved in setting promotion and retention policies. Thirty respondents that accounted to 44.1% said that they should involve as consulting administrators about it. While 16 respondents that accounted to 23.5% said that teachers need to share responsibility with administrators, 8 respondents that accounted to 11.8% think that teachers should equally share responsibility with administrators. None of the respondents think that teachers should take primary responsibility with administrators in setting promotion and retention policies. Two respondents that accounted to 2.9% of the respondents think that they should take primary responsibility, 12 respondents that accounted to 17.6% think that they should share responsibility equally, 26.5% think they should share responsibility While 19.1% think that they should consult with administrators in selecting new teachers. Twenty-three respondents that accounted to 33.8% think that they shouldn't be involved in selecting new teachers.

4.10. Teachers satisfaction

Statement	Weight	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Teaching provides me with an opportunity to advance professionally.	N	23	15	17	4	9
	%	33.8	22.1	25	5.9	13.2
Teacher income is adequate for normal expenses.	N	23	9	13	16	7
	%	33.8	13.2	19.1	23.5	10.3
Teaching provides an opportunity to use a variety of skills.	N	28	22	10	2	6
	%	41.2	32.4	14.7	2.9	8.8
The work of a teacher consists of routine activities.	N	8	16	9	11	24
	%	11.8	23.5	13.2	16.28	35.3
Working conditions in my school can be improved.	N	8	25	9	24	2
	%	11.8	36.8	13.2	35.3	2.9
I receive recognition from my immediate supervisor.	N	6	17	17	26	2
	%	8.8	25	25	38.2	3
I do not have the freedom to make my own decisions.	N	12	19	11	23	3
	%	17.6	28	16.2	33.8	4.4
My immediate supervisor gives me assistance when I need help.	N	6	20	17	25	0
	%	8.8	29.4	25	36.8	0
	N	6	24	15	23	0

My students respect me as a teacher.	%	8.8	35.3	22.1	33.8	0
My immediate supervisor does not back me up.	N	12	7	11	30	8
	%	17.6	10.3	16.2	44.1	11.8
Teaching is a very interesting work.	N	6	29	12	17	4
	%	8.8	42.6	17.7	25	5.9
I am not interested in the policies of my school.	N	2	28	10	15	13
	%	2.9	41.2	14.7	22.1	19.1

Table 4-12 Teachers satisfaction

In respect of the fact that teaching provides them with an opportunity to advance professionally, 23 of the respondents that accounted to 33.8% strongly disagreed and 15 respondents that accounted to 22.1% disagreed with the statement that teaching provides them with an opportunity to advance professionally. Seventeen respondents that accounted to 25% of the respondents replied as neutral, while 4 respondents that accounted to 5.9% of the total sample have agreed and nine respondents that accounted to 13.2% of the total sample strongly agreed with their job providing them with an opportunity to advance professionally. According to the collected data from the survey, 23 respondents that accounted to 33.8% of the respondents strongly disagreed about teachers' income being adequate for normal expenses. Amongst all, nine respondents that accounted to 13.2% of the total sample have also disagreed while 13 respondents that accounted to 19.1% were neutral to critic if their income was either adequate or not. Sixteen respondents that accounted to 23.5% of the total sample have agreed with the income of teachers being adequate for normal expenses while seven respondents that accounted to 10.3% strongly

agreed that their income is adequate for normal expenses. In respect of the fact that teaching provides an opportunity to use a variety of skills, 28 respondents that accounted to 41.2% of the respondents have strongly disagreed while 22 respondents that accounted to 32.4% have disagreed that teaching provides an opportunity to use a variety of skills. While ten respondents that accounted to 14.7% replied as neutral and 2 respondents that accounted to 2.9% have agreed that teaching provides them with an opportunity to use a variety of skills. Six respondents that accounted to 8.8% have strongly agreed that teaching provides an opportunity to use a variety of skills.

To the statement that looks for whether the work of a teacher consists of routine activities or not, 8 respondents that accounted to 11.8% of the total sample have strongly disagreed and 16 respondents that accounted to 23.5% of the total sample have disagreed that the work of a teacher consists of routine activities. Nine respondents that accounted to 13.2% were neutral in claiming that their work consists of routine activities. On the other hand, while 11 respondents that accounted to 16.28% of the total sample have agreed, a reasonable number of respondents which is 35.3% have strongly agreed that their work consists of routine activities.

Regarding working conditions that can be improved, 8 of the respondents that accounted to 11.8% of the total sample strongly disagreed to the statement that working conditions in their school can be improved. While 25 respondents that accounted to 36.8% disagreed that working conditions in their school can be improved, 24 respondents that accounted to 35.3% strongly agreed that the working condition in their school can be improved. Moreover, only 2 respondents that accounted to 2.9% of the total sample agreed that working conditions in their school can be improved.

For the question asked to assess if teachers receive recognition from their immediate supervisors, 6 of the respondents that accounted to 8.8% strongly disagreed that they receive recognition from their immediate supervisors. While 17 respondents that accounted to 25% of the sample disagreed that they receive recognition from their immediate supervisors, seventeen respondents that accounted to 25% remained neutral about receiving recognition from their immediate supervisors. While 26 respondents that accounted to 38.2% agreed in receiving recognition and 2 respondents that accounted to 3% strongly agreed that they receive recognition from their immediate supervisors.

When respondents were asked if they have the freedom to make their own decision, 23 of the respondents that accounted to 33.8% agreed that they do not have the freedom to make their own decisions. Three respondents that accounted to 4.4% strongly agreed that they do not have the freedom to make their own decisions, while eleven respondents that accounted to 16.2% of the sample data were neutral about having the freedom to make their own decisions. However, 19 respondents that accounted to 28% disagreed that they do not have the freedom to make their own decisions and 12 respondents that accounted to 17.6% strongly disagreed that they do not have the freedom to make their own decisions.

Regarding supervisors assisting teachers when needed, none of the respondents strongly agreed in gaining any assistance when needed from their immediate supervisor while 25 respondents that accounted to 36.8% of the respondents agreed in gaining the help they needed. Seventeen respondents that accounted to 25% remain neutral about receiving assistance from their immediate supervisor when needed. While 20 respondents that accounted to 29.4% disagreed that they have assistance from their immediate supervisor,

six respondents that accounted to 8.8% strongly disagreed in receiving assistance from their immediate supervisor.

In respect of the fact that teachers are respected by their students, none of the respondents strongly agreed in believing that they gained respect from their students. Twenty-four respondents that accounted to 35.3% of the sample data disagreed in being respected by their students. While six respondents that accounted to 8.8% strongly disagreed that their students respect them, 23 respondents that accounted to 33.8% agreed in having the respect they deserved from their students. It was also observed that fifteen respondents that accounted to 22.1% remained neutral about their students' respect towards them.

As to the collected data concerning on immediate supervisors backing up teachers, 12 respondents that accounted to 17.6% strongly disagreed and 7 respondents that accounted to 10.3% disagreed that their immediate supervisors do not back them up. Eleven respondents that accounted to 16.2% were neutral about their immediate supervisors backing them up, while 30 respondents that accounted to 44.1% agreed that their immediate supervisors back them up. It was also observed that eight respondents that accounted to 11.8% strongly agreed that their immediate supervisors back them up.

Regarding the fact that teaching is interesting work, 6 respondents that accounted to 8.8% of the total sample strongly disagreed that teaching is an interesting work. Additional 29 respondents that accounted to 42.6% of the total sample disagreed that teaching is a very interesting work and 12 respondents that accounted to 17.7% were neutral. While 17 respondents that accounted to 25% agreed that teaching is a very interesting work. Four

respondents that accounted to 5.9% of the total sample strongly agreed that teaching is very interesting.

With respect to the above table, if they are interested or not in the policies of the school, 28 respondents that accounted to 41.2% disagreed to not being interested in the policies of their school, while additional 2 respondents that accounted to 2.9% strongly disagreed to not being interested in the policies of their school. 10 respondents that accounted to 14.7% replied neutrally, while 15 respondents that accounted to 22.1% agreed to not being interested in their school policies.

CHAPTER 5 DISCUSSION

This thesis is conducted in TIA. A total of 68 randomly selected participants were involved as respondents of the questionnaire specifically developed for this particular study. The questionnaire consists of nine sections. These are; the demographic or personal information section, teacher's work with others at their school, decisions teachers made about teaching, teachers' participation in the improvement of the school, the level of trust among colleagues, the influence that had an impact on students' achievement, school culture, teacher leadership work, and teacher's satisfaction. The questionnaire is composed of open-ended and close-ended questions. Except for the questions in the personal information section, all questions are close-ended questions whose response is on a Likert scale. Furthermore, interviews were held to gather more data.

Depending on the data collection and analysis, the major findings of the study are summarized below.

5.1. Summary of personal information

The personal information section has five questions, which can gather the demography of the respondents. Here are the findings of the personal information questionnaire section. Among the 68 respondents, 69.1% (47 in number) are male respondents and 30.9% (21) female respondents. The age analysis categorizes the respondents in four age groups. The response choices given are 18-25, 26-35, 36-50, and above 50. Most of the respondents that accounted to 61.8% of the respondents fall in the 26-35 age groups. Educational

background analysis shows that those who have an educational background both in Masters and Bachelor's level are summed up to 25%. Amongst all 38.2% have a Bachelor's degree, 17.6% a Master's degree, and 2.9% are at a Diploma level. Seven percent of the respondents have more than fifteen years of experience, 28.1% have ten to fifteen years of experience, 29.8% of them have five to ten years of experience and the highest percentage is 35.1% which have less than five years of experience. In other words, most of the teachers are new teachers with less than five years of experience in teaching.

This part of the study had aimed to determine the capacity and experience of teachers and thus has proposed that teacher's know-how on teaching will have an impact on the quality of education. Most researches show that the quality of education is challenged by the low pedagogy background of teachers. Likewise, the findings from this study show that most of the teachers do not have an educational background for teaching. Which implies that they didn't take training in pedagogy. Besides, low experience in teaching might influence the quality of education. Coupled with their educational background and experience, which is vital to consider the interest the teachers have in teaching that needs to be studied further.

5.2. Teachers work with others

The second section of the questionnaire is about teachers' work with others at their school. Most of the respondents that accounted for 73.5% replied that they often or always voice their thoughts about teaching with other teachers. Those teachers who accounted for 67.7% of them assist another teacher who specifically asked for or needed support. Those who worked with others to solve a school problem that is not about their class are more than half of the respondents (58.9%). And only 22.1% said that they took an action that

increased parent participation in the school. Only 38.2% compliment or appreciate another friend for work done to improve their school. Amongst the respondents, 41.2% asked another teacher for advice or help with a teaching problem, which is good and shows that there is a free environment to discuss teaching and raise their thought. All the above questions show the group work among teachers. Depending on the above data we can say that teachers work with other teachers. Though, parent participation and their openness to ask for help from others are low.

One of the teachers said that “The relationship between administrators and teachers can be described as an interrelated workforce to be joined to be accompanied with the overall goal and aim. It is always allocated to be in touch through constant supervision and evaluations held in a regular timely manner. This in turn provides assessment in works and in removing negative factors. The administrators try to build a positive relationship with the teachers but this always disturbs the focus as long as there is a performance to be checked or an experience to be shared. But the teachers always seek them in times of any assistance and help required”. In addition to this, the teachers agree that the selection process of the administrators has created compliant and a gap between the administrators and the teachers.

5.3. Level of trust among colleagues

This part of the study aims to determine the teacher leadership experience in the school from the perspective of the level of trust among teachers. The study revealed that the level of trust among teachers is more than my expectation, where 60.3% of the respondents reported that they feel supported in their work by other teachers in their school. At the same time, 44.1% welcomed views of other teachers that were different from their own in the

school. Welcoming others' views in a workplace assures the feeling of acceptance to colleagues. A work environment with a high level of trust among colleagues allows people to do their best. They are confident; they know their responsibility and their colleague's response to a condition. Studies show that the absence of trust and positive relationships between teachers and administrators (principals) results in a lack of motivation, ignorance, unfair selection of principals, low social respect given to teachers, or lack of teacher's involvement in decision making. The result of this thesis shows that the level of trust among teachers and their collegiality needs improvement.

5.4. Decision making

According to Mulford (p18, 2003) decision making that is cooperative and providing adequate opportunities for involvement, and mutual in the eyes of teachers is likely to lead to positive student insight. Teachers also will have a positive attitude toward their relationship and performance. This study aims to reveal that teachers are not involved in decision-making that concerns the teaching and learning process, such as developing a guide and curriculum; classroom rules and guides. The analysis of the decisions teachers made about teaching has four questions under it, looking for answers about their work and practice in improving the teaching and learning process. The result shows that only 47% of the teachers sought advice from another teacher, an article, or a book about a better way to teach. This shows that most of them are not interested to improve their teaching skills. 8.8% of the respondents always and 26.5% often, totally 35.3% of the respondents try a strategy in their classroom. Besides, 45.6% keep a note of student behaviors and as a result, changed their teaching strategy. Both trying strategies and keeping student's behavior is expected to be done more often. These numbers show below half. The last question for this

section is how often they independently solved a problem that may have been an administrator's job to fix. For this question, only 32.4% of them replied positively; briefing this, teacher's participation in decision making needs improvement. Teachers have to improve their skills, take track of student's behavior, and make a decision to improve their teaching. Studies show that teachers' participation in decision making is below standard. This might be the reason for them being not interested in improving their teaching skills and not keeping track of their students' behavior. Besides the low interest in teaching and its corresponding side effects, this might affect the implementations of the school rules and curriculums. It is almost impossible to achieve better in a condition where the curriculums and school rules are not implemented properly.

5.5. Teachers participation in the improvement of the school

Those who responded that they took an action that the goal of the action was increasing the success of all the students in the school are less than half of the respondents which is only 45.6%. The majority of the respondents that accounted to 57.4% agreed that they played an important role in building the professional community in the school. Which indicates that teachers need to be encouraged to be part of students and school success.

5.6. Influence that had an impact on students' achievement

The approachable attitude of teachers has a significant impact on student's achievement (Radhika. 2018). More than half of the respondents agreed that their relationship with the students is the most important factor in student's achievement and they are responsible for the success and failures of students in their classroom. A teacher said "Teachers are mainly concerned with the success and failure of their students or at least they are in the first line

of the system to notice and might even be appraised or blamed for it. So as teachers are those who implement school policy and curriculum. I have to say they affect and execute the productivity of the school. If teachers are not self-oriented and work hard in their ways along with the school guidelines the productivity of the school might be staggering even if the teachers seem to be doing their part of the job pretty well. If a teacher goes by the line without showing any apathy to it the students will not either and then everything becomes affected. As a result, I can say that teachers do affect the productivity of the school for better or worse or at least they have the power to do so". They also agreed that they make certain that they translate the school's goals for improvement into their class classroom practice. The highest number of respondents is positive. However, the remaining is not insignificant to be ignored.

The results show that teacher leadership is not applicable in the school which implies that teachers are not a leader. This affects the productivity of the school negatively. Because of the work environment, teachers are not motivated to take action that improves productivity by themselves. Every rule and guide they use in the classroom is prescribed from the administrators.

It happened to be difficult to evaluate the results of this thesis since the teachers do not know the concept of teacher leadership, their replies might not imply the exact meaning of their answer. Other than, teacher leadership there are things that affect student's achievement, such as the parent follow-up and the learning ability of the student. The impact of a teacher on a student's achievement needs further study.

5.7. School culture

Despite the factors that I discussed so far that might decrease the initiation and courage of a teacher, 45.6% of the teachers agreed that they are encouraged to take initiative to make improvements. These imply that the vision and mission of the school are not sufficiently shared among administrators and teachers. Teachers are not encouraged to make improvements. Besides, administrators do not work to provide teachers with time and space for collaboration.

Most of the respondents said that their opinions are valued and respected, which implies that the teachers are encouraged to speak up their ideas. Even though they don't make a change, the number of respondents who replied 'always' is small when compared to those who replied 'often' and occasionally. Most of them replied that it is 'often' their opinions are valued and respected. In my opinion, teachers have the courage and tendency to speak whatever they thought is right to say and ask questions whenever it is possible to them. Even though their act of speaking their idea has made an impact is another question. It is the responsibility of the school administrators to make sure that the teachers feel valued and respected for the sake of the school's overall productivity. Besides, feeling undervalued quenches the courage of a teacher to work for development. The result of the other questions shows that the teachers doubt sharing a common vision of the school.

The teachers who replied that they often share a common vision with school administrators are 30.9% of the total sample, 'often' being the most repeated answer. Teachers and the school communities need to share a common vision and mission, to effectively use their

resources, to put their effort into the success of the vision, to create a team spirit and ownership.

Teachers' participation in decision making depends on the level the school administrators allowed them to participate. The question of decision making goes together with the choices the teachers are given. Besides teachers' involvement in decisions that affect them, the attitude and knowledge of the school administrators should be studied further. The result shows that teachers replied that they 'often' participate in decisions that affect them. Considering teachers' knowledge of 'decision making that affects them and the opportunity given by the school administrators, I believe that teachers' participation in a decision that affects them is very low. Since they don't decide their salary, the time they work, on what materials they should use, rules to be installed in the classroom, it is hard for me to say that they do participate in decision making that affects them.

5.8. Teacher leadership work

The questionnaire analysis shows that the teachers do not think that teachers should be involved in mentoring new teachers, modeling valued practices to peers, choosing textbooks and instructional materials, shaping curriculum, providing professional development for other teachers, setting promotion and retention policies, and selecting new teachers. Most of them assume that teacher leadership is the work of administrators. They defined it as it is school management. One teacher defined teacher leadership as "The Teachers' leadership is the position the teacher has regarding executing the mandates he/she has as a manager of classrooms, as a coordinator of the school and outside and inside

environment. It is the quality of the teacher to perform in an efficient teaching-learning process.”

The teachers agree that they are leaders in their classroom, they perform well in class, are punctual in every activity they are supposed to do and most importantly indulge in a healthy relationship with the school community. Even though they agree with teachers involving in leadership activities such as managing classrooms without the intervening of the administration, it is important for the productivity of the teacher and school that they do not practice new rules or methods in the classroom. Classroom guides and rules developed by the school administrators are given for the teachers to follow while teaching. The teachers are not allowed to do something different from the given rule and material in the classroom. The results of this section have revealed that the concept of teacher leadership is not common for teachers. Their participation in the whole development of the school is limited.

5.9. Teachers job satisfaction

The last questionnaire section is about the job satisfaction of teachers. Depending on the data analysis, most of the teachers do not think that teaching is interesting work, and teaching consists of routine activity. More than 80% of respondents disagreed with the statement that teaching provides me with an opportunity to advance professionally and teaching provides an opportunity to use a variety of skills. More than half of the respondents also agreed that they don't have the freedom to make their own decision, students do not respect them and their income is not adequate for normal expenses. The analysis revealed that teachers do not have a good relationship with their immediate

supervisors. Moreover, most of them agreed that working conditions in their school can be improved and they are not interested in the policies of their schools.

“The only thing teachers get satisfied with is that if their student understands their teaching and achieve better, except that there is nothing they will be satisfied” this is what one of the teachers said about their job satisfaction. Teachers agree that they are low paid. Their salary is the reason that the profession's value is degrading.

Even though there are teachers with the interest and knowledge to teach the situation doesn't allow them to be satisfied so they look for another job where they can make more money.

CHAPTER 6 CONCLUSION AND RECOMMENDATION

6.1. Summary

This study aimed to analyze teacher leadership and its impact on the quality of education and dwell with to presenting the Teacher leadership concept and the practical environment of Time International Academy. This thesis as well as assess the relationship between teacher leadership and its effect on student productivity.

Teacher leadership deals with almost all the concerns of the teaching and learning process in a school environment and it is a key ingredient of the education quality that is envisioned to shape the generation to come.

This thesis is composed of six chapters, each dealing with a different aspect of teacher leadership and its impact on the quality of education.

Chapter 1 is the introductory part and it defines the general topic and gives some background, provides a review of the literature related to teacher leadership, defines the terms and scope of the thesis, outlines and evaluates the current situation, and identifies the gap.

This chapter is subdivided into five parts where the first part consists of the statement of the problem, the objective of the study, the significance, scope, and limitation of the study.

Chapter 2 dwells with a literature review that consists of relevant literature reviews concerning teacher leadership from the perspective of decision making, collegiality, developing teacher leadership, the significance, and barrier to teacher leadership. Teacher leadership definition and scope are also discussed in this chapter.

Chapter 3 explains the research design and the methodology used throughout the thesis. The research design, the population and sampling technique, the types of data collected, the data collection, and analysis method are described in this chapter.

This researcher used a questionnaire and interview to collect data that can illustrate the current situation.

Chapter 4 concentrates on the result of the research. This chapter presents the analyzed data whose detail is discussed in chapter 5. The final chapter, i.e., chapter 6, concludes the thesis where the researcher forwards her recommendations for a better and transformed teacher leadership in the specific school environment that she undertook.

6.2. Conclusion

Teacher leadership covers issues of teachers in general, such as academic, economic, and power or authority in school and classrooms. The role of teachers in curriculum development, decision making, collaboration among teachers, and school culture developing are also considered in teacher leadership. Teacher leadership directly affects the productivity of schools. The result of this study will measure the productivity of schools depending on the teacher leadership application in the school.

This thesis aims to reveal the existing teacher's knowledge and attitude toward the teacher leadership of teachers and administrators, and application of teacher leadership in the school. In addition to showing the gap in the school concerning teacher leadership, the result of this thesis guides schools to evaluate their curriculum, management, and productivity. Improving the productivity of the school by addressing the problems teachers are facing, and creating a better teaching and learning process in the school environment is the purpose of this thesis.

It is impossible to cover the concept of teacher leadership within this thesis because teacher leadership by itself is not specifically defined. It is defined through elements of teacher leadership and the roles of teachers. Different scholars have different definitions and scope for teacher leadership. In addition to time constraints, the broadness of the teacher leadership concept makes it hard to cover teacher leadership.

Teacher leadership is all about empowering teachers. This means, besides teaching using their experience to develop curriculum, creating school culture, involving them in the process of decision making, setting goals and mission of the school, and other activities rather than just teaching. The result shows that these activities are not acknowledged as the responsibility of the teachers. Since the teachers do not have the same knowledge about teacher leadership, it makes it harder for the implementation of the basic Teacher leadership concepts in the school environment.

It is evidenced by the study that teacher's attitude towards working with their staff and parents, improving their teaching skills, is positive. The problem starts with the

relationship between teachers and administrators which is not good enough to implement positive change and achieve the goals of the school.

Even though the teachers believe that they have to be involved in decision making and other activities beyond teaching, the rules and cultures of the school do not allow them to.

The result shows that teachers are involved in teacher leadership activities such as increasing parent participation or building relationship with stakeholders, improving the school rules, aligning roles and responsibilities, enhancing teaching and learning. However, their effectiveness needs further study.

It is observed that the teachers believe that they are not supposed to be involved in mentoring new teachers, modeling valued practices to peers, choosing textbooks and instructional materials, shaping the curriculum, providing professional development for other teachers, setting standards for student behavior, setting promotion and retention policies, and selecting new teachers. While these are the activities teacher leadership uses to empower teachers, it is revealed through my study that the teachers don't have sufficient awareness of teacher leadership. It can, therefore, be concluded that the concept of teacher leadership is not well known among them which has led to the acceptance of the current system.

It worth mentioning that despite the complaints that the teachers have, they have accepted the situation as if it is right. They believe that they are not supposed to be involved in mentoring new teachers, modeling valued practices to peers, choosing textbooks and instructional materials, shaping the curriculum, providing professional development for

other teachers, setting standards for student behavior, setting promotion and retention policies, and far more selecting new teachers.

The result shows that the teachers trust each other and have a positive attitude towards working together, although they don't involve or experience their leadership role in the school. While, there is a trust issue between teachers and administrators, to some extent, the teachers are willing to work together and influence the school community positively. The school has annual training that increases communication skills and the necessary teaching skills of the teachers that help the teachers to develop themselves. They also look for advice and try new strategies from colleagues or books. The school administrators should be able to use the energy and attitude of the teachers towards the development and productivity of the school.

I have observed that some teachers are interested to teach and love to read, to put all their effort into teaching; despite all the problems they face those teachers are satisfied just by teaching and their students' achievement. While some other teachers are working just because they don't have another option, who are not satisfied with their job. The reason being low payback, respect, and their low interest in teaching that decrease the satisfaction level. It can be concluded that those teachers with low job satisfaction don't care to sabotage their responsibilities for benefits and further don't want to take the risk, besides they are afraid not to ruin their workplace with oppositions by raising issues that need to be improved.

It is observed that the school is not using the teacher's capacity to the fullest, though teachers are important tools, which schools can use to improve their productivity. In

general, involving teachers in decision making and taking their ideas into account positively affect the decision.

6.3. Recommendations

Based on the findings of the study and the conclusion drawn, the following recommendations are forwarded.

Increasing teacher leadership awareness: - the teachers need to know their responsibility and as well be authorized to take action. Since the concept of teacher leadership increases the productivity of schools, it must be implemented. To implement the concept of teacher leadership teachers need to have enough knowledge about it. In the meantime the concept of teacher leadership is about empowering teachers, the teachers having more awareness about the concept will lead them to validate themselves as well as the school's approach from the perspective of teacher leadership. The more they know teacher leadership roles, the more they willingly participate in the activities required by the role. If the school is applying teacher leadership concepts then teachers with a better understanding of the concept are going to cooperate and work for the achievement of the school goal. Schools can create more awareness about teacher leadership using training. Besides empowering teachers to participate in decision making and other teacher leadership roles, it increases their awareness of the responsibilities they have and the scope of their influence.

Involving teachers in the teacher leadership activities: -Teachers are expected to be part of decision making, curriculum development, mentoring others, and involvement in the recruitment process. Involving teachers in teacher leadership activities increase the ability

of teachers in the teaching and learning process. Teacher leadership assures the achievement of goals of school through teachers and administrators.

Develop a professional community: - Which allows teachers and students to benefit from the empowerment of teachers. The professional community in the school can offer motivation and support to teachers as they work to overcome difficulties they commonly encounter in school. Instead of obeying rules, teachers in a professional community set and enforce standards, which results in stronger social control mechanisms. Besides, enhance principled difference and argument on different issues, which can add to teachers' professional growth. The professional community provides collegial teachers to work effectively and put more energy into producing and creating opportunities for student learning.

Building a professional community can happen through a gathering of all the school community to learn from each other. School administrators need to take the initiative to do some professional development together around a specific problem or goal at the school that shall embrace a collaborative culture where there is open, judgment-free communication built on trust. It is recommended to involve everyone in decision making and setting goals and when it is needed, it is advisable to consider bringing someone from outside to help or share experiences of the same situations you are in. Though it might not be easy to accomplish, creating a professional community requires changing school culture, improving the relationship between teachers and administrators, increasing the level of trust among colleagues, and as well as empowering teachers. Such requires sustainable hard work and a long time to repetitively do the process as it is not easy to develop a trust that is once lost and changing the image the teachers have needs time and consistent work.

To do so, start from the simple things, establish ground rules, predict the level of trust and participation realistically, and work on improving it. While doing so, recognize teachers for their contributions, appreciate their hard work, and consider replying to their questions and taking their ideas as important as they are. Change the talks into action and walk the talk!

Increasing job satisfaction: -Interested teachers are likely to increase their participation and leave their mark on the teaching and learning process in any way that allows them. It may be by cooperating and working with their colleagues, creating a professional community, contributing to the curriculum development, exerting more energy and time into teaching, taking track of their student's character, and self-initiatively work on improvements needed. Job satisfaction increases the engagement of teachers on their job, which increases productivity. As satisfied teachers are top performers, they are excited about their roles and will give the better capability for the school and transmit their engagement and dedication to their colleagues and further help in spreading their positive experiences and encouraging other top performers better.

From the analysis, we can see that the teachers have their complaints on the relationship between the administrators and teachers, as their ideas being not valued (being undervalued by students, community and school administrators), low compensation, and the like. So replying positively to these complaints has its contribution to increasing their job satisfaction level. Increasing salary, increasing their involvement in decision making, and taking their ideas into account, generally, applying the concept of teacher leadership in the school will increase their level of satisfaction.

Applying the concept of teacher leadership is the final solution for the problem of quality education and the reason why its productivity is suffering. Since teachers are the tools schools use to accomplish their goals, they have to be rewarded, encouraged, and further support teachers' hard work to increase their productivity. As simple teaching may seem, the outcomes of it are reflected in the community we live, in the whole country, and the world level over sometimes. This is the reason why more studies and experimenting should be made in school productivity. It is my recommendation that more focus should be granted for school administrators beyond organizing the teaching and learning process.

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Appendix

St. Mary University

Department of General Management

Questionnaires to be filled by High school teachers

Dear respondent,

This study aims to assess Teacher leadership development and productivity of Time International Academy. Accordingly, this questionnaire is designed to collect relevant data to assess the leadership role played by teachers in the classroom, out of the class with their colleagues, management staff, and the community. All data are treated as confidential and the analysis and synthesis will also be done collectively.

I believe that the results of this survey will be inputs for the decision-makers in the curtailment of the appropriate educational curriculum. Please be honest about your views, there are no right or wrong answers, where you position yourself concerning the statements reflects your perspectives on different issues.

Personal Information

Please indicate your response by marking “√” inside the box next to your choice or write your answer in the place provided. There is no need to write your name.

1. Sex : Male Female
2. Age group: 18-25 26-35
- 36-50 Above 50

3. Level of Education: Certificate and below Diploma BA/BSC
 MA/MS B.Ed/M.Ed

(Other state)

4. Experience _____

1. This section is about your work with others at your school.

	How often would you say you	Always	Often	Occasionally	Rarely	Never
1.	Voiced your thoughts about teaching or learning with other teachers?					
2.	Assisted another teacher who specifically asked for or needed support?					
3.	Worked with other teachers to solve a school problem, not about your class?					
4.	Took an action that increased parent participation here at school?					
5.	Complemented or thanked another teacher for work done to improve the school?					
6.	Asked another teacher for advice or help with a teaching problem you had?					

2. This next part is about the level of trust you feel among your colleagues here at school this year.

	How would you rate the following statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7.	You felt supported in your work by other teachers here at school.					
8.	You welcomed views of other teachers that were different from your own here at school.					

3. This section is about the decisions you made about teaching this year.

	How often would you say you	Always	Often	Occasionally	Rarely	Never
9.	Sought advice from another teacher, an article, or a book about a better way to teach something?					
10.	Tried a strategy in your classroom that you had never tried before?					
11.	Kept note of student behaviors and, as a result, changed your teaching strategy?					
12.	Independently solved a problem that may have been an administrator's job to fix?					

4. This next section is about the work you did this year to improve your school, beyond teaching in your classroom.

	How would you rate the following statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
13.	You took an action whose goal was to increase the success of all the students in this school.					
14.	You played an important role in building the professional community here at school.					

5. This section is about influences that had an impact on your students' achievement this year.

	How would you rate the following statements about your part in students' achievement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
15.	The most important factor in your students' achievement is your relationship with them.					
16.	You are responsible for the success and failures of the students in your classroom.					
17.	You make certain that you translate the school's goal's for improvement into your own classroom practices.					

6. School culture

	How would you rate the following statements about your school culture	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
18.	Teachers and administrators share a common vision of the mission/purpose of this school.					
19.	I am encouraged to take the initiative to make improvements.					
20.	My ideas and opinions are valued and respected.					
21.	I participate in decisions that affect me.					
22.	The school administrators and staff work as a team.					
23.	Administrators work to provide teachers with time and space for collaboration.					

7. Teacher leadership work

	How do you think teachers' involvement in the following leadership activities should be	Not be involved	Consult administrators	share responsibility with administrators	share responsibility equally with administrators	take primary responsibility with administrators
24.	mentoring new teachers					
25.	modeling valued practices to peers					
26.	choosing textbooks and instructional materials					
27.	shaping the curriculum					
28.	providing professional development for other teachers					
29.	setting standards for student behavior					
30.	setting promotion and retention policies					
31.	selecting new teachers					

8. Teacher's satisfaction

	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
32.	Teaching provides me with an opportunity to advance professionally.					
33.	Teacher income is adequate for normal expenses.					
34.	Teaching provides an opportunity to use a variety of skills.					
35.	The work of a teacher consists of routine activities.					
36.	Working conditions in my school can be improved.					
37.	I receive recognition from my immediate supervisor.					
38.	I do not have the freedom to make my own decisions.					
39.	My immediate supervisor gives me assistance when I need help.					
40.	My students respect me as a teacher.					
41.	My immediate supervisor does not back me up.					
42.	Teaching is very interesting work.					
43.	I am not interested in the policies of my school.					

Again, thank you very much for your participation.

Interview questions for high school teachers in the Time International

Academy

1. What is Teachers Leadership?
2. Can you say teachers in your school are leaders? Why?
3. Is Teachers Leadership practiced in your school? How?
4. How is the relationship between school administrators and teachers?
5. Do you think administrators are overloaded than teachers are?
6. Do you think teachers are responsible for student's achievement? How?
7. Do you think teachers affect the productivity of the school? How?
8. What do you think about teachers' involvement in decision making?
9. How do you express teachers' satisfaction in their job?
10. Do teachers voice their questions freely?