Building Leadership Capacity for EL College Teachers and its Effect on Students' Achievements

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Abstract. There has been a significant increase in interest in the development of Educational Leadership in recent years. However, little research exists on how teachers' in higher education have learnt to lead, particularly those in 'English Colleges'. This study investigated the strategies of building EL College teachers' leadership and its effects on students' achievements. The study also examines the principal's and administration's positive and negative perceptions that affect college teacher educational leadership (CTEL). There is an international literature focusing on these areas that have contributed to the study. The study seeks to describe both what teacher leaders actually do and what counts as 'leadership work' in educational setting. The researcher focuses on the ways in which educational leadership programmes may prove useful in the development of forms of 'professional vision about leadership work in universities'. This study has used descriptive-analytic method to explore teacher's educational leadership.

Keywords: Educational leadership; strategies; teacher leadership; leadership programmes.

In my literature review, I have found good representative literature discussing, the importance of teacher academic leadership and its effect on English student's achievement in the higher education sector. The literature review examined the elements of academic leadership and their relevance to the role of EL College teachers who assumed in integrating and implementing leadership programmes into university work. We cannot ignore the norms of teachers' leadership negligence, which makes teachers' leadership difficult to implement in universities so that the teaching and learning process was affected negatively during the last years. Recent phenomena indicate that the leadership style in the education sector needs to change. In the past, leadership in the higher education sector has always relied on a strong style. The educational leadership style has to change to a more collaborative and participative style. However, there were a limited number of studies involving the assessment of teacher's academic leadership and the relationship between principals and teachers into the higher education sector. Thus the researcher intended to write in this field. Things have changed in the world. The teachers that are in our classrooms today have expectations of themselves and of others that they will step into those roles. I think that historically, we've painted the principal as someone from on high (who) dictated and told you what to do, we are looking at teaching and learning in a much different way now. Therefore we need to change a vision about the teacher's leadership. The professional development needs to give college teachers the necessary tools for their growth as effective leaders.

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The Concept of Leadership

Although investigations on leadership concept date back to Plato's *The Republic* written in 400 B.C. defining the concept of 'leadership' is difficult as there are numerous competing theories about what leadership actually means. Reviewing the literature surrounding leadership was useful to place the concept of leadership into context. Countless authors have declared ideas that define leadership in general, and thousands of studies, books, and researches exist on the topic. Since its importance was designed to relate what is leadership and how to be a good leader, there are still areas that are uncovered about the concept. (Lunenburg & Ornstein, 2013) Leadership is one of the most essential criteria of any organization. Leadership is the process of interaction between the leader and the other staff, influencing them towards workplace goals achievement (Yukl, 1998). Leadership is the ability to provide direction towards preferred future aspirations and aligns the followers toward goals achievement (Kelly-Heidenthal, 2004). Moreover, leadership is viewed as a dynamic interactive process that involves various dimensions, including planning, organizing, directing and controlling the organization. The activities of an organized group can be influenced by a process in which the efforts to achieve the goals and tasks are managed by leadership (Roussel, Russell&Swansburg, 2006). Leadership is also defined as inducing individuals or a group to take action in accordance with the purpose of the leader. Moreover, Roussel, Russell, and Swansburg (2006) correctly pointed out that leadership can be explained as a group of individuals who have been inspired by a person to work together towards achieving common goals and missions using appropriate means. A crowd can be transformed into a functioning and useful organization, and this is a vital component of leadership. Leadership can be formal or informal. As Sullivan and Decker (2004) explain, it can be formal when a manager demonstrates power and authority within a framework of legal approval by the organization. Leadership can be informal when utilized by a staff member who does not have effective leadership skills, ideas, and roles to promote the performance of the work outcomes. These are just a few definitions of leadership. There are many more available, as illustrated by a simple Google search that turned up more than 80 million matches for the phrase "definition of leadership." All types of organizations, researchers, authors, periodicals, and individuals try to define leadership. It is difficult to define leadership without a common factoring agent.

Teacher Leadership:

For more than a generation, education leaders have advocated for policies at federal state, and district levels to support the spread of teacher leadership. And yet, teacher leadership has not taken hold in either a strategic or systemic way. The researcher's work at teacher educational leadership is rooted in the belief that leadership opportunities for teachers have a measurable, positive effect on student's achievements, universities, and teaching profession. The researcher works

mainly to make college teachers leader in their colleges without moving to an administrative position. The study engages teachers as change-makers at universities. Teachers typically define career satisfaction in terms of their ability to be of service to others and make a difference in the lives of their students (McLaughlin & Lee, 1988). Similarly, the leadership considerations of teachers are grounded in their desire to improve the quality of teaching and learning for all students. Studies have shown that teachers do not subscribe to traditional definitions of leadership as "higher" or "superior" positions within the organizational hierarchy (Devaney, 1987). Instead, teachers view leadership as a collaborative effort, a "bonding together" with other teachers to promote professional development and growth and the improvement of educational services (Troen& Boles, 1992).

Today, leadership roles have begun to emerge and promise real opportunities for teachers to impact educational change without necessarily leaving the classroom. Teachers are now serving as research colleagues, working as advisor-mentors to new teachers, and facilitating professional development activities as master teachers. Teachers also act as members of school-based leadership teams, instructional support teams and leaders of change efforts. Also, teachers are forging several new and unique leadership roles through their initiative by developing and implementing programmes they believe, will result in positive change. As the limitations of the 'charismatic head' theories of leadership in universities have become ever more apparent, there has been a move towards teacher leadership, characterized by a form of collective leadership in which teachers develop expertise by working collaboratively. In this study, the possible benefits of teacher leadership are explored, as well as the possible barriers to and opportunities for making teacher leadership work in practice. It is concluded that college teacher leadership could have beneficial effects on college's improvement, teacher effectiveness, teacher motivation, and retention, as well as college student's achievements, but that the right conditions need to be in place for teacher leadership to flourish. I have identified seven measurable goals for EL college teacher leadership which are as follows :

* Improve EL learner's outcomes
* Improve the access of high-need students to effective teachers
* Extend the careers of teachers looking for growth opportunities
* Expand the influence of effective teachers on their peers
* Building skills and confidence for teachers
* Ensure a role for teachers as leaders in college decisions affecting their class management

Conditions Necessary for EL College Teacher Leadership

Vision: It is important that teacher leadership roles be part of an overall vision and set of values that accept and expect teachers to participate in leadership.

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When new roles are unrelated to a broad vision of teacher participation, leadership positions do not receive the systemic support necessary for success and change.

     Structure: Teachers need structure for their work. Although the structure will vary according to the college and community context, it must bring legitimacy to the new role and facilitate the understanding that knowledgeable and well-respected teachers can provide leadership.

     Time: Time to experiment, reflect and create is essential for teachers. They need time to talk to other teachers, develop materials, deal with conflicts and build collegial relationships.

     Skills: There are skills and abilities, which can be labeled and learned, that make leadership more effective. Teachers need access to information and training.

Leadership Skills as a Teacher Leader
* Promoting a clear vision
* Taking initiative
* Persevering in the face of obstacles
* Analyzing and making programme adjustments/improvements
* Building support with parents and community
* Building a team spirit among the faculty
* Providing support and encouragement for other teachers
* Facilitating communication and reflection among the faculty
* Celebrating and recognizing programme successes
* Using alternative strategies such as a summer programme to build skills
* Exercising patience

Academic Leadership

     Burns (1978) stated that school leadership is one of the most observed and least understood phenomena on the earth. Thus, defining teacher leadership is a daunting if not impossible task. Countless authors have declared specific qualities, actions, or ideas that define leadership in general and academic leadership in particular. Yet the struggle to define what teacher leadership is and what makes good teacher leaders continue? The majority of academic leadership literature relates to principals or senior managers and fewer numbers of studies in teacher leadership. Other authors have attempted to make a distinction between leaders and managers. Kotter (1996) acknowledged the need for both leaders and managers in the school setting but said that the manager does not become a leader with just a little more knowledge or training. Kotter noted a clear functional difference between the two roles, in which the responsibility of management is "maintaining" and the responsibility of the leader is "defining." According to Covey (1996),

"Leadership is not management" (101). He concluded that anyone could become a leader given a focused passion and purpose. This confusion between leadership and management has existed for decades and makes defining leadership even more difficult, if not impossible. Sergiovanni (1994) described management as the basic requirement for all organizations that want to function properly and maintain support from those who are expecting results from them. He went on to state that school principals must be effective as managers if they are to produce a well-run school and that principals are not usually engaged in the formative process of vision. Others have stated that the process of vision is a skill of leadership.

Deborah Carr (1997) promoted "collegial leadership" as active participation and informed decision making by all education colleagues within the school. However, there is little preparation for teachers and administrators to work together. Carr asserted that the frustration and dissatisfaction of many teachers are rooted in their lack of understanding of the school functions beyond the classroom, such as budgeting, scheduling, and so on. At the same time, it seemed that many administrators lacked the knowledge to be curriculum and instructional leaders.

Developing Teacher Leadership

The study suggests some ways in which teacher leadership can be developed and enhanced in colleges. At first, time needs to be set aside for teachers to meet to plan and discuss issues such as curriculum matters, developing college-wide plans, leading study groups, organizing visits to other colleges, collaborating with families, and collaborating with colleagues. Ovando (1994) found being freed up for teacher leadership tasks was a crucial element of success in schools where teacher leadership was being implemented. The research found that in the more successful college teachers were given more time to collaborate. Secondly, there needs to be rich and diverse opportunities for continuous professional development. The study suggests that professional development for teacher leadership needs to focus not just on the development of teachers' skills and knowledge, but also on aspects specific to their leadership roles. Skills such as leading groups and workshops, collaborative work, mentoring, teaching adults, action research, collaborating with others and writing bids need to be incorporated into professional development (and indeed initial teacher training) to help teachers adapt to the new roles involved. Thirdly, one of the main areas of capacity building for teacher leadership needs to be the improvement of teachers' self-confidence to act as leaders in their colleges. For teacher leadership to become truly transformative, the literature indicates that structured programs of collaboration or networking need to be set up to ensure that teacher leaders can fully develop their leadership potential. Through collaborating with teachers in other colleges, engaging in trialing new teaching approaches, disseminating their findings to colleagues and engaging in action research, the potential for teacher leadership is significantly enhanced. Such activities help to develop teachers' confidence and reflection on their practice and

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some research suggests that more democratic styles of leadership emerge where schools work in clusters or networks directly supported by a higher education institution. Teachers learn from one another through mentoring, observation, peer coaching and mutual reflection, the possibilities of generating teacher leadership are significantly enhanced. However, it would be naive to suggest that this will be achieved without some form of remuneration and reward in the system. While it could be argued that teacher leadership brings its reward through enhanced effectiveness, a sense of collegiality, improved teaching practices, etc., it will remain a marginal activity within colleges unless forms of remuneration are put in place to actively encourage teachers to engage in leadership tasks. Redistributing leadership requires a careful redistribution of resources within the college.

The Impacts of Leadership on College teachers' Effectiveness

Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation, and presentation. Teacher leadership can improve teacher effectiveness in some ways. First, the emphasis on continuous learning and excellence in teaching can improve the quality of teachers. Second, the emphasis on spreading good practice to colleagues can lead to increasing the expertise of teachers throughout the college. With the increased expertise and confidence of teachers, coupled with the greater responsibilities vested in them, teachers will be more likely to take risks, face challenges, and try out innovative teaching methods. These are all the direct positive effects on teacher effectiveness.

Teacher effectiveness can also be manifested in significant progress in students' learning and achievement. In their study on the effects on teacher leadership on students' engagement with school, teacher leadership explained more variation than principal leadership in student learning. Thus by assigning a larger proportion of leadership tasks to teachers would constitute a positive influence on student learning. This study investigates factors influencing teacher's leadership and teacher performance in universities. In particular, it examines principals' perceptions of those issues that affect the effective teacher leadership of their EL colleges. This research connects leadership to university academic performance and leadership of college teachers, not to principal leadership. Perhaps this is because university leaders, such as principals, do not interact directly with students daily, so the impact is easy to measure from the student's achievements. The effect of a university student is filtered through teachers. For real university change to occur both teachers and administrators must understand theoretically and practically "the nature of teacher leadership and the complex systems in which leadership is exercised", however, teacher leaders receive little or no preparation for leading. Inevitably, future administrators and teacher leaders must share the particular knowledge and skills that are manifest as educational leadership.

Poor academic performance of students (e.g. English students) has been linked to poor teachers 'performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation. It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in the higher education sector are poor. These prevailing conditions would show a negative influence on the instructional quality in public universities, which may translate to poor academic performance, attitude, and values of university students. The researcher added one more reason behind poor academic performance for both teachers and students that is the "lack of teacher leadership" universities.

Teacher Leadership Affects Student's Learning

The source of leadership to help drive college improvement must come from teachers. Collaboration between teachers is an essential element of college improvement. This human resource is largely untapped in colleges. Teachers should be the focus and key players of any college reform effort. Teachers are placed in leadership positions they can contribute more directly to organizational effectiveness and improvement. All current university efforts aim to improve teaching and learning. But there are huge differences in how they go about it. Some reforms, for example, attempt to improve all universities in a district, state or country at the same time. Other reforms attempt to influence the overall approach to teaching and learning within a college. Still, others, focused on innovative curricula (in English, for example), typically address one part of a university program and aim for widespread implementation of teacher educational leadership that will help student learning in colleges. Teaching today is a more complex set of roles and responsibilities than ever before. The skills and knowledge required to successfully engage students and prepare them for our quickly-changing societies define how teachers lead within the classroom and without. Traditionally teachers who have wanted to lead beyond the classroom went into administration, meaning oft-times the best and the brightest left the classroom after a few years of teaching. But today many more opportunities are emerging for teacher leadership, both formally and informally.

Strategies for Teacher Leadership

Here are four strategies for college teacher leadership:

(1) Designing for impact and identify why teacher leadership is essential and what purpose it will serve: When district administrators are building a college teacher leadership system, they should be sure to identify goals and engage teachers early on. High-impact actions include examining key priorities and identifying a purpose that enables teacher leadership to align with those priorities; and reaching out to a teacher who is knowledgeable about key priorities.

(2) Know the context to meet challenges and opportunities head-on: Teacher leadership systems often can begin with existing district resources, but at the same time, system designers are identifying additional resources that may be needed to support those leadership efforts. Strategic thinking leads to more efficient use of existing resources and a more efficient implementation of outside resources. High-impact actions include identifying information systems that provide data on teacher effectiveness; finding potential funding sources or ways to re-distribute existing funds; and becoming familiar with internal and external levels of technical expertise that can help implement teacher leadership initiatives.

(3) Define measures before beginning implementation, and continuously monitor progress: The first step in any successful initiative is to identify goals before implementation begins. College districts that are building teacher leadership programs should identify what success looks like and how they will measure it. High-impact actions include identifying ways to collect data that will measure short- and long-term success and building a way for all administrators to understand what a successful teacher leadership system will look like in a country.

(4) Build strategically and ensure teacher leadership roles and responsibilities remain clear: As teacher leadership efforts continue, those involved must always have a clear picture of what successful teacher leadership looks like–this will help ensure that the growing system supports a country's defined picture of success. High-impact actions include supporting principals and principal managers as they manage teacher leaders, and training teacher leaders to meet the challenges and requirements of these new leadership roles.

Barriers to Teacher Leadership:

As a new way of thinking about leadership, teacher leadership has attracted much attention. It is widely believed that the reasons for this rising degree of interest in teacher leadership are the limitations of relying on single, heroic leaders and recognition that tapping into ideas of all teachers can unleash a greater capacity for university improvement. However, as argued by Storey (2004), the call for teacher leadership produces more questions unanswered than it resolves. These questions include how widely should leadership be re-distributed? Is the governing principal a fair share? What kinds of tasks or roles are to be distributed? Do teachers naturally gravitate to assume leadership roles in accordance with their abilities? Do principals give a room to their teachers in academic decision-making? etc. These unresolved issues directly pose as barriers in terms of organization and professionalism to the application of teacher leadership. 'Top-down', the leadership model still dominates in many universities or schools. It is possible due to the fact that the notion of 'de-Centre' the leader, or residing power on teachers may post as a threat to university or college leaders, especially those continue to uphold classical theories of organization. The 'top-down' hierarchical structure may act against

teachers' desire for autonomy and sharing leadership roles in college. Teachers' perceived lack of status within the university or college and the absence of formal authority hindered their ability to lead.

Even if the structure of the organization is reformed, there still exists the question of how to distribute leadership roles to teachers? As Harris (2003) argues, that the underlying principles of distributed expertise, mutual dependence, reciprocity of accountability as well as the centrality of instructional practice to the definition of leadership roles are still not clearly defined. The obstacle of teacher leadership may come from the perceptions of professional teachers on how they look at leadership and change as well.

A number of studies have identified this as a significant barrier to teacher leadership. Lieberman et al (2000) found that one of the main barriers to teacher leadership was often the feeling of being isolated from colleagues. Little (1995) found that while teachers were happy to acknowledge a hypothetical '*master teacher*' or highly effective teacher they were less inclined to accept their colleagues in leadership positions. It is evident to see that to implement teacher leadership in universities, a change in university culture is necessary. However, given the nature of human beings, it is not easy to achieve this. As Frazier (1997) states that the fundamental reason why people instinctively oppose is their fear of the unknown. Unknown implies uncertainty. Some people may resent having their normal work disrupted. Others may resent having little knowledge about the change. Still, others may have experienced negative feelings associated with previous reform efforts that failed. As a consequence, people prefer to stay in a stable and secure environment than to face changes that may result in leaving their '*comfort zone*'.

Many teachers are also reluctant to lead because they feel they are just too busy. "Responsibility upon responsibility has been added to each teacher's working day: responding to parents, overseeing after-school activities, attending professional development activities, and, of course, maintaining standards" (Barth, 2001, 445). Zinn (1997) explained that this struggle of balancing too many responsibilities can extend to more personal issues. All of the teacher leaders in the study noted: "the difficult balance they must maintain between their commitments to work and their responsibilities to the family" (12). Suranna and Moss (2000) had similar findings. "Teachers are under tremendous strain and very often have little time to devote to this practice. One participant commented, 'Getting ready to begin a family, I'm not in a position to devote weekends to attend or present at workshops'" (10). Considering all the potential barriers to teacher leadership identified by various studies over the last decade, it is difficult to see why teachers would be willing to step into these roles and attempt to overcome the many barriers. To facilitate teacher leadership, college leaders need to ensure the necessary structures are in place to support such leadership.

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Conclusions and Implications

Teacher leadership is not about empowering teachers. Rather, it is about organizing the largely unused leadership skills in college's teachers to positively affect EL colleges. These changes can be on teacher performance and students' achievements. The focus of this research is about teacher academic leadership, and a good relationship between principals and teachers and to what extent that will affect student's achievements. Many teachers identified administrators as a barrier to effective teacher leadership in their colleges. In the context of this study, the researcher aim to examine that principal tended not to involve teachers in college-wide managerial decisions, and they prefer to run a college without the involvement of teachers in decision-making. It is obvious that the traditional role of the principal is to run the college without the help of teachers. This old vision of leadership may result in negative teacher performance as well as negative student's achievements. The teacher should then be trained and ultimately entrusted to make academic and instructional decisions. Guided by recent calls for reform educational leadership programs focus on team building, goal setting, collaborative, decision-making, conflict resolution, and (re) design curriculum. However, teachers wish to enroll in educational leadership programs to remain in the classroom without moving to administration positions. The principal is the best person to facilitate the leadership development of teachers. The successful university encourages co-ordination by creating collaborative environments that encourage involvement, professional development, mutual support and assistance, and parental involvement in problem-solving.

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