

FACTORS AFFECTING TEACHER'S LEADERSHIP IN CURRENT SCENARIO: AN EMPIRICAL STUDY

¹K.Tara Shankar, ²Kanchan Yadav, ³Chand Prakash

ABSTRACT

The role of effective cannot be overstated in an atmosphere where goal has been with each student to attain a high level. Leadership capacity is developed and supported at all rates within a productive educational environment. Advancement of educators is yet another aspect of governance. Teacher leadership is now in great supply from across the nation, in high schools and organizations. Teacher leading is the practice through which educators collaborate with the other faculty, staff, and community members to strengthen teaching strategies that enrich this educational environment and lead to higher teacher accomplishment. An effective way to help administrators and teachers incorporate new skills and strategies in their everyday work was its management approach. This same most significant factor in constructing a "great university" is effective leadership. Researchers in the present study wants to find out factors that enhance and influence the quality of leadership in school teachers, and the improvement of ethical leadership in high education.

Keywords: Leadership, educational environment, ethical leadership

I. INTRODUCTION

Teaching is a smooth career, and most sectors, since the physician especially enjoyed, have the same chance to practice higher responsibilities and take on the more major issues. That isn't true for teaching. The obligations of the six - month veteran are identical to those of the young single novice. In many cases, a teacher can only extend his and her power by becoming an educator. Even educators believed it is not the right avenue for them. An administrator's position requires work that is not of interest to them, but they also desire to exercise greater control in their schools and the profession. I decided to leave unmet, that urge for increased consequences can cause frustration and sometimes even childishness.

In educational institutions, the career of teachers is greater than those of administrators. Administrators stay throughout their roles for only three years in many settings, so although instructors remain much longer. The educators often hold the same institutional memory; those who are also the protectors of the company's

¹ Dean & Professor, FCM, SGT University, Gurugram

² Research Scholar, FCM, SGT University, Gurugram

³ Assistant Professor, FCM, SGTUniversity, Gurugram

environment. When fostering and encouraging school culture, school districts that would like to improve make an item of smart capital expenditure, and they're ready to identify the long term view and pass out long-range ventures. Core values have constrained know-how. That very many educators, like all teachers, have their very own areas of instructional expertise. A principal who used to be a teaching assistant may know a great deal regarding research-based math teaching strategies but not much about international language learning. The teacher can't be a specialist in everything. Different teachers, for course, have their very own specific areas of expertise. However, a group of school administrators may provide a breadth of expertise required for the curriculum's sustainable benefit. Effective teachers have the appropriate responsibility to support classroom to district-wide projects such as the development of new technologies, or information sharing of the professional learning group (PLC). Teacher leaders may stay in the classroom where everyone's passion would be and where people feel they could indeed make the ultimate impact. Still, most are expanding their career opportunities into professions that are central to success teaching, student achievement, but also peer advancement.

II. NEED FOR TEACHER LEADERSHIP

Leadership among teachers is an idea whose term is up. This same unparalleled demands placed today on the requisitioning leadership. But many students are still organized as if managers make all the big decisions and educators carry everything out. Teachers endorsed by educators take initiative in its most successful teachers to enhance policies and strategies, education - learning, and information exchange around the college. We will enhance schools as well as help students succeed in life by understanding the effects of classroom management and effective students gain the skills obligated to act as top leaders.

Teacher Leaders of the day

Collaborators, connectors, communicators, and forward and-thinkers are the teacher community leaders of today and tomorrow. Research clearly shows time after time again that the greatest in-school determinant of educational outcomes is an excellent educator. Even so, sustaining an effective teacher provides a coordinated school culture where the work of educators is valued more broadly than by everyones classmates alone. Work further tells us that leadership affects academic achievement very strongly than policy decisions. Thus, advantages for teacher leadership exist at all levels of experience, from the initial teacher to the seasoned vet. Any teacher can be a leader by seeking ways to work together, with all types of stakeholders, for the common vision of student performance. Teacher leadership is a not a job framework as it is a attitude that is vital to the effective management of the problems that exist in our classrooms, in our schools and in their society.

Teacher Leaders Do Today

Today's effective teachers brought this constructive, forward-thinking approach into practice. And the “ teacher Model Principles — developed either by students' educational Exploratory Alliance, which involves education partners such as representatives of the organizations, teachers , school administrators, impose limits, and university education leaders — specifically take appropriate action designed to enable made up of special.

1) Promoting a culture of cooperative educational institutions

Although the most significant element in academic success is the professor's efficacy at the teacher, the most significant element in such a college's strength or weakness is the house's actual relationship. According the standards: "contemporary instructor leader is well versed and in theory of adult literacy and uses the awareness help build a traditional governance environment of his or her college."We all recognize what was at stake with our students when instructors of at-promise education so this mutual obligation may tie everyone together in our work. It's necessary that we work collaboratively, and give based on real - world feedback to each other. We simply need to be able to manage conflicts productively, think analytically, and, together, facilitate serious change in our educational institutions.

2) Ensuring effective integration of latest work in education

Let's just be truthful: The typical teaching strategies may not always work as they are supposed to work for educators of at-promise pupils. Ethnicity, inequality, and unpredictable families impair how our children learn, and therefore how we teach. We need the whole strap of respondent - driven that are innovative and trying to engage, yet based on hard investigation.

From of the new findings on teaching achievement and student learning, today's teacher leaders should be able to obtain and implement strategies. In addition, they must've been ready to offer data and outcomes with their own classrooms to advance this same learning and teaching of their entire student body (and career path). In short, all need to research methodologies, see what happens, use it, and discuss it with others.

3) Continue pursuing continuing professional development

School principals have our role as experts, proposing, designing, and aiding high-quality professional development to keep humans training and developing innovative.I've worked with countless teachers of the at-promise students this past year who report that ones schools were elevated-achieving as few as 5 years earlier, with students inspired to learn. These educators now report school buildings filled of at-promise students who struggle scholastically, and many don't speak English, adapting to current demographic trends and the nation's economic roller coaster ride.This occasion demands through professional development to help teachers find new ways, as either a team, to engage with and improve their learning among students. Contemporary teacher member is mindful of all these changes, and campaigns for game-based, job-bedded, but throughout time sustainable learning opportunities.

4) Continuously update teaching practice

Quality teaching in the lecture hall is, and remains so, the legitimate playoff staple with academic success. None the less, today's teacher clinical observation that in this time of rapid change, the way we teach in our primary schools should also evolve at such a faster pace than ever. Each year, the majority of kids who enter our school buildings varies markedly from the cohort in the year before. They are strongly affected by a newest technology, the hit television (or Internet) series of every year, and new thinking and functioning within society. Does it not display

similar changes in our teacher training? As Ken Blanchard states, "Our ability to grow determines our ability to lead." Our classroom practices have to be constantly taught, reflected and strengthened. Good teaching success means us to grow with the students who've been dedicated to it, to make them successful in this fast changing world.

5) Evaluation of the assessments and data constructively

It isn't just their ethnicity, gender or level of income that determines if a student is regarded to be more at-risk, or at-risk. Inevitably, the data they have accumulated on them defines the mark. Low test scores, year after year, have marked more students "at-risk" for dropping out of school than just about any other single factor. The teacher leaders and managers get a mature relationship with the evaluations and the data from them, seeking ways to use them for the good of the students. They understand that a plethora of complex factors such as management skills, personal life, socioeconomics and ethnicity is embedded in statistics — but within the numbers we can find clues to where students need some more help. We have to allow use of such information from or about evaluation data, in the forward-thinking, insightful way, to actively help our academic activity their dreams and objectives and reach them. We must be prepared to share our data with one another, setting aside ego, always bearing in mind our common goal of learning outcomes.

6) Work with Communities or Communities

Educational institutions, students, and teachers could not survive in solitary. Today's teacher leaders reach beyond the school and classroom to connect with the multiple clients in teaching their students. Such stakeholders also include parents, people in the community, and outside providers such as social workers, post-school initiatives, and health professionals. Perhaps one of my favorite field trips already, which obtained a gracious grant from our college, would be when my coworkers and I decided to take the middle school students to a show at the beautiful art museum just a couple hours away, walking because of their own poverty-stricken, drug cartel-ridden neighborhood. We were using the experience to work with local parents, elders, shop owners, law enforcement officers, and others to attach our school with the wider community and enfranchise pride in the town. The students (and we educators) felt like pop stars and there was a palpable linkage. School culture needs a deep analysis of the impacts that families, cultures, and communities have on student achievement — and is actively developing relationships in the success of students with all these primary actors.

7) Public promote for education and the teaching profession

The majority of our weeks as students are spent developing, order to deliver and assessing the education system everyone's learners also have to be successful. Add additional overall network from at-risk learners, and this barely have time out beyond our elementary schools to participate in education system and advocating. But once we get out of our classrooms, step up as school heads, and be concerned with both the protection and strategic rhetoric that affect the operation educators do, there'll never be radical reform. The educator leaders of today need to evolve beyond the thinking of old "teachers vs. policy makers," beyond seeing them as distinct. Just as we need policymakers to understand the complex job that we do, we want children to know the complex work teachers do

and we need to work together doing that. instructor leadership means allowed to serve as a walkway with the front segments of our schools and period indicated policies that affect them. It means having an interest in learning outside a during this in the classroom, realizing this serves everyones students too. It also means looking at ourself as public specialists, going to represent our profession in the public eye and publicly advocating high quality education at all levels.

III. REVIEW OF LITERATURE

Harris, Jones, and Huffman (2017) found there is increasing awareness around the world that educator organization and technical influence are crucial parts in the direction of college and process improvement That likelihood and ability of school leaders remains a central issue throughout the international debate on reform in learning. This capacity is expressed in such a number of contemporary publication which firmly argue which teaching should assume a far more central role in decision-making or policy formation.

This same study found **Andrews, and Paterson (2018)**, educators become the main perpetrators, designers, as well as developers of education reform. This reasoning makes logical difference. Instructors as the ann-constructors of social reform or primary stakeholders to government policy is indeed an idea that many education systems are long overdue. In which educators are truly at the heart of technological reform and co - creating start changing, the net effect can be both optimistic and motivating alternatively, in which educators are simply the beneficiaries of top-down transformation, the inactive strategy delivery tools, then the outcomes become far less promising. The extensive literature on education reform continues to reinforce the key role of teacher agency, collaboration and management as a main priority on better academic achievement

The study reviews **Datnow and Park (2018)** that much public policy often appears to rule out voice of the teacher, choosing to instead take the lead through international organisations or research institutes which often have cursory knowledge of the context in which the education - learning research is occurring. Even though there are some universals about good learning that keeping total regardless of location, community or situation

Muijs and Reynolds,(2017) it is the case that good teachers are responsive to specific needs, are responsive to the context in which they profoundly teach and care about the young ones in power. Laws are not fine enough to take these situational variation in account, and that is why educators and their collective technical voice must be part of the decision-making and policy-making phase.

IV. OBJECTIVE OF THE STUDY

1. To find out the factors which improve teaching leadership
2. To evaluate the factors that affects the direction in teaching
3. To find out the improvement in Institution by good guidance in teaching

Research design

Sample is an integral part of the scientific method. A sample is a small proportion of the chosen population to be observed and analysed. Contacting every single element of the population is not feasible. The investigator will choose such individuals that will represent the entire population and this representative proportion of the population is called a sample. In this study the sample was randomly selected. In the present study a group of 100 working teachers from different fields was selected for systematic survey.

Tools used

Every question had to be answered with a 'yes' or 'no' to scoring. - 'yes' was given one point, and so was the case with - 'no' on a particular question and then the percentage of 'yes' and 'no' was determined

Collection Of Data

A questionnaire was prepared and personally administered by the investigators to the sample selected for analysis in order to gather the data on Leadership Qualities needed in Teaching Profession. On the front page of the questionnaire were indicated the relevant instructions. The questionnaire was administered to a sample of 100 high school teachers, systematically selected from the various fields. For data collection, personal communication was made with selected sample and the study intent was clarified. It was told the teachers they should not leave any question unattempted. The teachers were given free time in the investigator's presence to think over and write their answer. After this, the questionnaire was given to the respondents for them to fill in. The teachers were told their answers would be kept confidential and will only be used for the purpose of testing. After this the questionnaire was issued to the respondents to fill in. After completion all of the questionnaires were returned. Finally used employed exploratory factor analysis (EFA) for initial inspection of the factor analysis.

V. ANALYSIS AND DATA-INTERPRETATION

Data analysis was performed by counting the total number of responses to each statement. The percentage of 'yes' and 'no' has been evaluated separately, and statements are interpreted one by one according to answer. The analysis and interpretation of school teacher data is outlined below:

Table No : 01: Factors improving Leadership in teachers

s.no	Factors improving leadership	percentage
01	Good behavior	63
02	Good planner	63
03	High education	67

04	Communication skill	68
05	Positive attitude	71
06	Confidence	71
07	Personality	73
08	Ideal character	75
09	Sense of humor	78
10	Resourcefulness	72

Interpretation:

Table -1 results show that far more than 70 percent of employee believes that ethical behavior, proper planning, high education, communication skills, and positive attitude are the most critical factors in high school teachers for improving leadership quality. Confidence, energetic personality, ideal character, and sense of humor are also significant considerations, whereas resourcefulness in teachers is the least quality is a crucial factor in the quality of leadership.

Table No: 02: Factors affecting Leadership teachers.

S.no	Factors	percentage
01	Institutional jealousy	70
02	Flexibility in behavior	63
03	Heredity	53

Interpretation:

Results from Table -2 show that teachers believe which organizational rivalry is by far the most affecting factor, behavioral flexibility is the average factor that affects, but heredity is the less thus more in high school teacher leadership quality.

EXPLORATORY FACTOR ANALYSIS

The results show the presence of two components with eigenvalues exceeding 1, explaining 50.30% and 14.71% of the variance, respectively. For the purpose of this study, a factor loading of .45 (20%

overlapping variance) was used as the cut-off point (Tabachnick & Fidell, 2007). When I identified the significant loadings for each variable, two items (13 and 28) had more than one significant loading, making them candidates for deletion. When I assessed the communalities of the variables, two additional items (15 and 22) had values of less than .50, indicating that they did not have sufficient explanatory value.

Table 3. Factor Analysis of the 29-Item Teacher Leadership Style Scale

		Factor			
Variable	1	2	3	Communality	
TLSS01	.945			.719	
TLSS02	.830			.676	
TLSS03	.758			.697	
TLSS04	.836			.706	
TLSS05	.789			.631	
TLSS06	.888			.748	
TLSS07	.681			.677	
TLSS08	.532			.661	
TLSS09	.617			.665	
TLSS10	.830			.758	
TLSS11	.539			.695	
TLSS12	.522			.673	
TLSS13		-.589	.584		
TLSS14		-.533	.661		
TLSS15		-.673	.501		

TLSS16		-.502	.708	
TLSS17	.473			.700
TLSS18		-.460	.685	
TLSS19	.864		.726	
TLSS20	.819		.726	
TLSS22		-.841	.591	
TLSS23		-.781	.688	
TLSS24		-.629	.684	
TLSS25		-.682	.719	
TLSS26	.494			.687
TLSS27		-.702	.679	
TLSS28		-.613	.657	
TLSS29	.913		.796	
TLSS30	.784		.708	
Sum of squared loadings	14.45	5.38	13.91	33.74

As shown in Table 2, item 21 was dropped because its factor loadings were less than .45. No cross-loadings were found, and all communalities were over .50. Factor one comprises 14 items, factor two, four items, and factor three, 11 items, fitting the requirement that there be at least three items per construct

VI. CONCLUSION

Most outstanding features of every work would be that it brings all findings and implications. The results of this study have vital implications with regard to effective leaders, factors which affect current leader and

institutional enhancement through great management. Effective head teachers are outspoken and tolerant of the viewpoints of others. They display hope, passion, trust and commitment. They keep on going but do not allow missteps to derail a successful plan which they pursue. From the other hand, when the first effort runs into obstacles, they are open and willing to try a new approach. Many traits of good school principals are profoundly the same except characteristics of bright students: eloquence, open-mindedness, flexibility, esteem, as well as expertise in their fields. Nonetheless, working to employers is significantly different from working for students given these parallels, and the skills teachers acquire in their preparation programs do not necessarily prepare teachers for expand their management beyond their own classrooms. They might want experience in curriculum planning, evaluation design , data analysis and so on to assume a leadership position. We may also need to learn an ability to actively listen, organize meetings, keep track of a group discussion, agree on even a plan of events or evaluate performance.

REFERENCE

- [1]. Broskie, D. August 2011. "college micropolitics: use of political acumen and coercive power by school principals." *global journal of information helps to stimulate* 6(1): 1–11.
- [2]. Campbell, C., and A. Lieberman. Yashkina: Yashkina. 2013. 2013. *The Program for Education and Training in Teachers: A Statement on Research*. Ottawa, Canada: governing body of Teachers of Ontario.
- [3]. Çampbell, C., A. Lieberman, A. Yashkina, S. Alexander, J. Rodway: Rodway. It's 2018. *Training and development system for Teachers: position paper 2017–18*. Toronto, Canada: Federation of educators of Ontario.
- [4]. Çampbell, C., A. Lieberman, A. Yashkina, N. S. Malik and J. Carrier Son. August 2014. *The training and development Program in Teachers: evaluation found 2013–14*. Ottawa, Canada: Federation of educators of toronto.
- [5]. C., C., A. feinstein, A. Yashkina, C. Hauseman, J. Rodway: Rodway. August 2015. *The training and development Program in Teachers: working paper 2014–15*. Toronto, Canada: nation state of Teachers of Ontario.
- [6]. Campbell, C., A. Lieberman, A. Yashkina, together with J. Rodway, S. Philip Alexander. August 2017. *That education and learning System in educators: Study Report 2016–17*. Ottawa, Canada: union of Teachers of alberta.
- [7]. Campbell, C., A. Lieberman, A. Yashkina, together with J. Alexander, Rodway, and S. Malik Malik. Offiong. *The training and development Program throughout Teachers: Research Report 2015–16*. Toronto, vancouver: nation state of Teachers of Ontario.
- [8]. Datnow, Amanda, and Vicki Park. "Opening or closing doors for students? Equity and data use in schools." *Journal of Educational Change* 19.2 (2018): 131-152.

- [9]. Harris, Alma, Michelle Jones, and Jane B. Huffman, eds. *Teachers leading educational reform: The power of professional learning communities*. Routledge, 2017.
- [10]. Netolicky, Deborah M., Jon Andrews, and Cameron Paterson, eds. *Flip the system Australia: What matters in education*. Routledge, 2018.
- [11]. Muijs, Daniel, and David Reynolds. *Effective teaching: Evidence and practice*. Sage, 2017.