

**The Impact of Teacher Leadership on School
Improvement: Exploring the Experiences and Views of
School Leaders and Teachers in Private Schools in Sharjah**

تأثير قيادة المعلمين على تحسين المدرسة: استكشاف آراء قادة المدارس
والمعلمين في المدارس الخاصة في اماره الشارقة

by

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ABSTRACT

The research study investigates the Impact of Teacher Leadership on School Improvement by exploring the experiences and views of school leaders and teachers in private schools in Sharjah. The study explores teachers' and school leaders' perceptions and views of teacher leadership and its impact on school improvement. It investigates the strategies applied by school leaders to promote teacher leadership. The study adopted a mixed-method research approach utilizing two closed-ended surveys (quantitative data) shared with school leaders and teachers and a semi-structured interview with school leaders (qualitative data). The study was conducted in two American private schools in Sharjah. The school leaders' survey was sent to 21 school leaders, while the teachers' survey was sent to 128 teachers. Six school leaders were interviewed in this study to explore their views of teacher leaders and investigate the strategies they applied to promote teacher leadership in their schools. The quantitative data was analyzed by SPSS Software. The study shows that teacher leadership has a vital impact on school improvement through collaboration between teachers and sharing good practices through professional development sessions and initiatives. Lead teachers act as a bridge between teachers and school leaders; they help communicate teachers' voices and have them take a better role in decision-making at school. Teacher leadership can enhance parents' involvement in the school by utilizing the parent-teacher association. The study revealed roadblocks to teacher leadership, such as a lack of resources, time, and sometimes school policies. At the end of the study, the researcher highlighted some possible limitations and recommendations that future researchers can utilize in planning their study.

Keywords: teacher leaders, school improvement, empowerment, leadership

ملخص البحث

تبحث الدراسة في أثر قيادة المعلم على تحسين المدرسة من خلال استكشاف تجارب وآراء قادة المدارس والمعلمين في المدارس الخاصة في الشارقة. تستكشف الدراسة تصورات وآراء المعلمين وقادة المدارس حول قيادة المعلمين وتأثيرها على تحسين المدرسة وتبحث في الاستراتيجيات التي يطبقها قادة المدارس لتعزيز قيادة المعلمين. اعتمدت الدراسة منهجاً بحثياً مختلطاً باستخدام استطلاعين مغلقين (بيانات كمية) تمت مشاركتها مع قادة المدارس والمعلمين ومقابلة شبه منظمة مع قادة المدارس (بيانات نوعية). وقد أجريت الدراسة في مدرستين خاصتين أمريكيتين في الشارقة. وتم إرسال استبيان قادة المدارس إلى 21 قائدة مدرسة، في حين تم إرسال استبيان المعلمين إلى 128 معلماً. تمت مقابلة ستة من قادة المدارس في هذه الدراسة لاستكشاف وجهة نظرهم حول قادة المعلمين والتحقيق في الاستراتيجيات التي طبقوها لتعزيز قيادة المعلمين في . وتظهر الدراسة أن قيادة المعلمين لها تأثير حيوي على SPSS مدارسهم. وتم تحليل البيانات الكمية بواسطة برنامج تحسين المدرسة من خلال التعاون بين المعلمين وتبادل الممارسات الجيدة من خلال جلسات ومبادرات التطوير المهني. يعمل المعلمون القياديون كجسر بين المعلمين وقادة المدارس، فهم يساعدون في إيصال صوت المعلمين وجعلهم يقومون بدور أفضل في صنع القرار في المدرسة. يمكن لقيادة المعلمين تعزيز مشاركة أولياء الأمور في المدرسة من خلال الاستفادة من رابطة أولياء الأمور والمعلمين. وكشفت الدراسة عن بعض العوائق والحواجز أمام قيادة المعلمين مثل نقص الموارد والوقت وأحياناً سياسات المدرسة. وفي نهاية الدراسة سلطت الباحثة الضوء على بعض القيود والتوصيات المحتملة للدراسة والتي يمكن للباحثين المستقبليين الاستفادة منها في التخطيط لدراساتهم المستقبلية.

الكلمات المفتاحية: قادة المعلمين، تحسين المدرسة، التمكين، القيادة

DEDICATION

I dedicate my master's thesis to my beloved husband, who has been my constant pillar of strength and my rock of support. Your unwavering belief in my capabilities and the countless hours of listening to my thoughts during challenging times fueled my determination. My loving parents and family, whose support and encouragement have been the foundation of my academic journey. Your presence, guidance, and sacrifice have played an immense role in bringing me to this momentous milestone.

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Chapter 1: Introduction

1.1 Overview of the Chapter

This chapter introduces the study about the impact of teacher leadership on school improvement by exploring the experiences and views of school leaders and teachers in private schools in Sharjah. The chapter includes the background and Motivation for the research study, the problem statement, the rationale for conducting the survey, and the significance of the study. Moreover, the chapter outlines the purpose and objectives of the study and the research questions. Finally, the chapter explains the structure of the dissertation and a brief of all the other chapters.

1.2 Background and Motivation for the Study

Teacher leadership plays an essential in school improvement in today's educational communities. Teachers possess the expertise and unique insights that positively impact student attainment by enhancing teaching practices, which leads to overall school improvement. In this study, the researcher explores the concept of teacher leadership and its impact on school improvement. Furthermore, the study uncovers valuable strategies and best practices to help school leaders empower teachers and encourage them to take leadership roles that positively enhance the school community. The findings of this study yield practical insights and guidance for school leaders, teachers, and policymakers, ultimately leading to effective teacher leadership programs, a collaborative school community, and better student achievement. In their study, Muijis and Harris (2003) affirmed the movement toward teacher leadership and the limitation of theories of leadership that focus on the 'charismatic head.' They stated that teacher leadership

allows educators to develop their expertise by collaborating. They concluded that to empower teachers and improve school performance, school leaders must put policies and implement the right strategies to achieve that.

1.3 Statement of the Problem

In the dynamic educational field that continuously changes to achieve better outcomes, teachers are facilitators and leaders who possess excellent capabilities and significantly impact school improvement. Teacher leadership has a critical role in fostering school improvement. Empowerment of teachers is a vital tenet in teacher leadership, that can improve teaching and learning resulting in greater student attainment (York-Barr & Duke, 2004). The United Arab Emirates (UAE) has put much effort into raising educational standards nationwide. The UAE Ministry of Education has put in place extensive programs to improve the quality, accessibility, and relevance of education at all levels because it recognizes the critical role that education plays in a country's growth. Significant investments have been made in the nation's infrastructure, curriculum creation, teacher professional development, and classroom technology integration. These initiatives have led to the creation of top-notch educational institutions, research facilities, and universities that have drawn eminent academics and researchers worldwide.

Many educational reform initiatives have taken place in the UAE recently; these initiatives viewed teachers as leaders capable of sharing their expertise and collaborating with their colleagues to improve their school performance (Wallace Foundation 2013). Teachers are considered the pillar of school success and improvement. Researchers affirmed that teacher leaders can lead the school through teacher collaboration, sharing best practices, offering help

and guidance to each other, and leading professional development initiatives in addition to focusing on their subject and content-related issues. Teacher leadership reforms or initiatives can transform the learning experiences of the students as well as the work experiences of teachers. This can be achieved through strategic approaches that prioritize the growth and development of teachers and help them advance in their future careers. These strategies may include distributed leadership and redefining the role of teachers. (Curtis 2013). Leonard, Petta and Porter (2014) conducted a study in USA and emphasized on teacher leadership as an essential component for improving the performance of organizations, they elaborated that teacher leadership shifts in thinking from 'great man' theories of school leadership to the distributed leadership model. They affirmed that student achievement prompted an interest teacher effectiveness, which accompanies the increased understanding of teacher leadership.

1.3.1. Teacher Leadership and School Development

In the UAE context described earlier, promoting teacher leadership in the school community will have a good impact on school improvement. Akert and Martin 2012, conducted a study on the effect of teacher leadership on school improvement; they stated that a successful school improvement can be achieved by redefining the role of teachers and school leaders. They also clarified that empowering teachers is always affected by the actions of the school's principal. Principals should motivate teachers to explore the opportunities in the school environment and identify the obstacles and barriers that prevent them from taking a better role in school that enhances student achievement and school performance.

1.4 Purpose and Objectives of the Study

The main aim of the study is to explore the impacts of teacher leadership on school improvement as experienced and perceived by teachers and school leaders in two private schools in Sharjah.

The objectives of the study:

- To explore teachers' perceptions and views of teacher leadership and its impact on school improvement
- To explore school leaders' perceptions and views of teacher leadership and its impact on school improvement
- To examine the role of school leaders in empowering the teachers for school improvement
- To identify the strategies applied by school leaders to promote teacher leadership

In addition to the main objectives listed above, the study will:

- Identify the traits of a successful teacher leader
- Explore how teacher leadership affects the quality of instruction
- Explore the impact of teacher leadership on student achievement
- Explore how teacher leadership enhanced school culture and climate

By attaining these objectives, this study hopes to offer insightful information about the importance of teacher leadership in promoting school reform. The research is anticipated to influence educational practices, legislative decisions, and the training of teachers and school administrators. The ultimate goal is to improve educational outcomes and provide a setting that supports students' achievement and overall school development.

1.5 Research Questions

1.5.1. The Main Research Question

What are the impacts of teacher leadership on school improvement as experienced and perceived by teachers and school leaders in two private schools in Sharjah?

1.5.2. The Research Sub-questions

- How do teachers view the efforts of their school leaders in empowering teachers and promoting Teacher leadership?
- What strategies do school leaders apply to empower teachers and promote teacher leadership?
- What are the impacts of promoting teacher leadership on school improvement according to teachers?
- What impacts according to school leaders does promoting teacher leadership have on school improvement?

To help answer the research questions, the researcher will:

- Explore the strategies and actions that can promote teacher leadership as well as the obstacles that can hinder teacher empowerment
- Explore the theoretical and conceptual frameworks along with the literature review
- Investigate different styles of educational leadership and their impact on promoting teacher leadership
- Highlight best practices by teachers and school leaders that can enhance the school environment and help improve the performance of the school

1.6 The Rationale of the Problem

The main educational goal of the UAE Vision 2021 is to offer The U.A.E. citizens and residents a first-rate education that helps them develop well-rounded individuals, enhance their academic achievements, and support them in reaching their potential, allowing them to contribute better to their community. (The UAE Vision 2021). A study on Teacher leadership and its impacts on school performance clarified that teacher leadership positively affects student learning. The empowerment of teachers can improve the instructional strategies and the learning outcomes. Teacher leadership helps teachers understand the outcome of the learning process concerning students. Teacher leadership enhances teachers' commitment to student learning by sharing best practices and guiding professional development initiatives (Wise, Cartwright & Bradshaw 2012, cited in AlSuwaidi & Schoepp 2015). The purpose of the study is to explore school leaders' and teacher's opinions and views on the impacts of teacher leadership on school improvement. This study will highlight the positive impact of teacher leadership on student achievement, where teacher leadership initiatives positively influence the student academic performance of students. The study will also help school leaders enhance their school culture and climate, as teacher leadership is associated with improving students' and educators' performance. Furthermore, promoting teacher leadership will increase teacher job satisfaction, which results in enhanced retention rates in the school. Promoting teacher leadership will provide better opportunities for professional growth through sharing best instructional practices and leadership skills among educators. Teacher leadership will positively impact school improvement initiatives implementation along with the school educational reforms. Teacher leadership can lead to collaborative decision-making amongst the school community and, simultaneously, can enhance parent and community engagement in the schools' events,

initiatives, and school improvement efforts. In summary, teacher leadership impact in the school can be affected by different contextual factors, such as school culture and teacher leadership initiatives and the role of the school leaders in promoting teacher leadership.

1.7 Significance of the Study

Teacher leadership is a crucial component of successful schools and education systems. While many people may view leadership as an exclusive responsibility solely held by school administrators or other high-level officials, teacher leadership is just as important and influential. Teacher leadership can play a significant role in shaping the direction and success of the school. As demonstrated in the literature review, numerous studies conducted thorough explorations of school leadership through empirical and experimental means. However, they seldom consider teacher leadership specifically through the lens of school improvement. This study aims to fill this gap in the literature, specifically by tackling the impacts of leadership on school improvement and teacher performance, making its contributions unique and significant. This study will help school leaders to empower teachers and help them actualize their potential. Simultaneously, the study will highlight the advantages of empowering teachers and its effects and impacts on school improvement.

1.8 Structure of the Dissertation

The research explores teachers' views and perceptions about the impact of promoting teacher leadership on school improvement. The study will also investigate the role of school leaders in empowering teachers and promoting teacher leadership.

The dissertation chapters are organized as follows:

- Chapter one, the Introduction, includes the outline of the research, the statement of the problem, the study purpose and objectives, research questions, the rationale of the study, and the structure of the dissertation.
- Chapter two, the Literature Review, includes the conceptual and theoretical framework followed by the literature review.
- Chapter three, the Research Methodology, includes the research approach, research instrument and data collection method, data analysis techniques, and ethical considerations. Lastly, the validity and reliability of the data.
- Chapter four, the Results, Analysis, and Discussion, includes the analysis of quantitative and qualitative data, a summary of both qualitative and quantitative data, and the triangulation of the two data.
- Chapter five, the Conclusion, lists the results and Discussion of findings, recommendations, implications, limitations, and scope of further study.

Chapter 2: Literature Review

2.1 Overview of Chapter Two

In this chapter, the literature review, the author will provide a comprehensive analysis of the existing research on teacher leadership and its impacts on school improvement. This will include the conceptual framework, where the author unpacks the definitions and fundamental concepts of teacher leadership, empowerment, and school improvement. In the theoretical framework, the author will discuss theories that underpin leadership in general and teacher leadership in specific. Moreover, the author will critically review the existing literature and identify the gaps, contradictions, and research trends. This chapter will serve as a guide for the research to generate valuable insights to contribute to the existing knowledge and literature on teacher leadership and its impact on school performance and development.

2.2 Conceptual Analysis

2.2.1. The Definition of Leadership

Leadership is a process of leading that aims at achieving the desired purposes. In a school context, successful leaders formulate the school vision based on their professional values. They continue to articulate the school vision and influence the teaching staff and all stakeholders to share this vision. (Bush & Glover 2003)

2.2.2. The Definition of Teacher Leadership

Teacher Leaders can be defined as teachers who maintain their classroom teaching duties and responsibilities while taking on extra leadership duties in the school. Teacher leaders are considered collaborators who share good instructional practices among the school (Wenner & Campbell 2017). Wenner and Campbell (2017) attempted to define Teacher leadership by exploring the literature. They extracted many definitions and summarized them into five main themes:

- Teacher leadership goes beyond the classroom walls
- Teacher leaders contribute to the professional learning efforts in their schools
- Teacher leaders must be involved in policy and decision-making in the schools
- Teacher leaders work towards improving student learning
- Teacher leaders work towards the improvement of the school

When searching the literature, many definitions of teacher leadership arise; at the same time, many titles were given to teacher leaders, such as coach, lead teacher, head of department, mentor teacher, and coordinator (Mangin & Stoelinga 2008 cited in Wenner and Campbell 2017). Teacher leadership can be defined as specific roles and duties assigned to talented and effective teachers and recruit them to improve student learning, collaboration among teachers, and school improvement. In this context, teachers are seen as innovators, leaders of colleagues, researchers, and decision-makers. Teacher leadership helps distribute leadership amongst staff and have them work collaboratively towards school improvement (Curtis 2013).

2.2.3. School Improvement and School Leadership

Empirical studies on school improvement and leadership affirm that successful school leadership facilitates possible conditions that can effectively enhance teaching and learning in school and support the school in improving teaching and learning for school improvement. School can elevate their capacity for improvement through leadership efforts that focus on teacher practices and student learning (Fullan 2001 cited in Hallinger & Heck 2010). In his study, titled: “The Architecture of School Improvement,” Murphy, J. (2013) assumed that the building material of school improvement is composed of:

- Quality Instruction that includes effective teachers and quality pedagogies
- Curriculum that includes the content, time, rigor, and relevance
- Personalized learning for students
- Professional learning environment for teachers
- Learning-centered leadership
- Linkage to echo the old community
- Monitoring of progress and accountability

Mincu (2015) conducted a study on teacher quality and its impact on school improvement; he presented several school improvement projects in his study and concluded that school improvement plans are significantly linked to teacher effectiveness. Teachers are the main actors in classrooms who can enhance the learning process. Along with teacher duties in their classrooms, teachers collaborate with other colleagues at the school- level, and they share best practices and transform outcomes through which they can build connections between different departments to achieve the school goals and objectives.

2.3 Theoretical Framework

2.3.1. Empowerment and Leadership

Empowerment is defined as giving people authority or power. Effective leadership enables people to reach their potential in pursuing a particular vision, goal, or strategy. This can be accomplished by giving the employees the authority to make a decision that can enhance their performance and delegate to them. Roy Herrenkohl clarified that empowerment can be seen in many different ways, such as transferring power, maximizing employees' contribution to an organization, and encouraging motivation while understanding responsibility. Leaders can empower employees using different implicit strategies that include starting at the top, clearly stating the vision and mission of the organization, specifying roles and tasks, delegating responsibilities, and holding employees accountable for the outcomes (Gill 2011).

2.3.2. Teacher Leadership and Empowerment

- Teacher leadership can be seen as having three primary leaderships of students or colleagues where the lead teacher works as a facilitator, coach, mentor, and curriculum specialist where they can create new appropriate leading groups
- the leadership of operational tasks in the school to help move towards school goals through different roles such as head of department and member of task forces
- leadership through decision-making or partnership through being a member of school improvement teams and school committees (Katzenmeyer & Moller 2001 cited in Muijs & Harris 2003)

When teachers energize and empower colleagues in the school community teaching and learning, this is considered the heart of teacher leadership. Moreover, developing interpersonal skills and communication skills to motivate other teachers eventually leads to achieving excellence. (York-Barr & Duke 2004 cited in Pineda-Báez, C., Bauman, C. & Andrews, D. 2020).

Teacher leaders...	
Convey convictions about a 'better world' by	• Articulating a positive future for students • Showing a genuine interest in students' lives
Strive for authenticity in their teaching, learning and assessment practices, by	• Showing genuine interest in students' needs and well-being
Facilitate communities of learning by	• Encouraging a shared, school wide approach to professional learning • Synthesizing new ideas out of colleagues' dialogue and activities
Confront barriers in the school's culture and structures by	• Standing up for children, especially marginalized or disadvantaged individuals or groups • Working with administrators to find solutions to issues of equity, fairness and justice
Translate ideas into sustainable systems of action by	• Maintaining focus on issues of importance • Nurturing networks of support
Nurture a culture of success by	• Acting on opportunities for others to gain success and recognition • Creating a sense of community identity and pride

Figure 1: The teacher as leaders framework

(Source: Adapted from Pineda-Báez, Bauman & Andrews 2020)

2.3.4 Characteristics of Teacher Leaders

Teacher leaders focus on student achievement, collaborate with other teachers, they committed to the learning process, they share best practices in curriculum, instruction, and assessment. Lead teachers contribute to the school and the community by fostering relationships. Teacher leaders support the changes and take the initiative in schools to help develop and enhance the performance of other teachers (Lieberman & Friedrich 2010 cited in Lumpkin, Claxton & Wilson 2014). Lumpkin, Claxton, and Wilson (2014) affirmed that teacher

leadership is associated with essentialities that include student learning, empowerment, relationships, and collaboration (shown below in Figure 1).

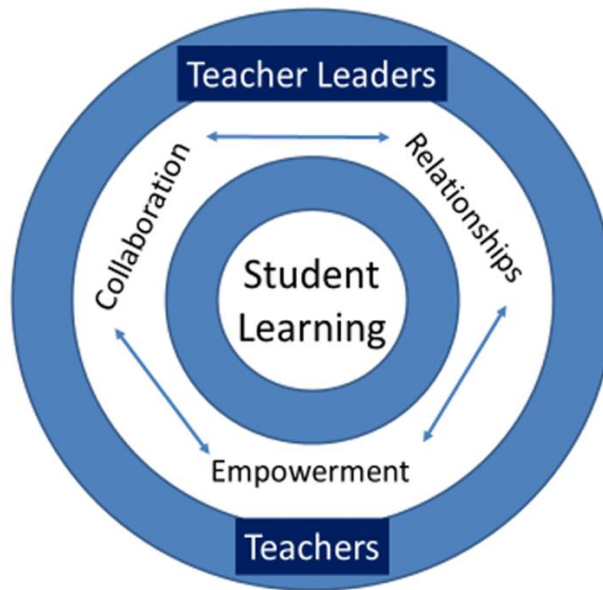


Figure 2: Four ways teachers impact other teachers

Source: Lumpkin, Claxton & Wilson 2014

2.3.5. Teacher Leadership and Distributed Leadership

Hunzicker (2012) claimed that Teacher Leadership is a facet of distributed leadership that accumulates over time and does not occur suddenly. It takes a lot of professional experience to develop the self-efficacy of teachers. Leadership is defined as a process of social influence where the leader is considered a person who can guide and support others in the organization to accomplish a common task or achieve a certain goal (Chemers 2014). Leadership is the most critical component of management in any organization. Good leadership will have a better chance to survive and excel in competitive environments nowadays. (Abdolmaleki et al. 2013)

2.3.6. Instructional Leadership

Bush and Glover (2014) affirmed that Instructional leadership is leadership for learning that focuses mainly on the purpose of leaders' influence targeted at student achievement and learning with less emphasis on the influence process itself. Nevertheless, other leadership models focus strongly on leadership processes.

2.3.7. Theories of Leadership

Many theories of leadership were developed earlier to explain different approaches to leadership. Some leadership theories focus on the leader's traits; others focus on the situations and conditions in specific organizations. Some other theories focus on the behavior of the leader. In this section, the author will list the most influential leadership theories.

2.3.7.1. The “Great Man” Theory

According to Great Man theory of leadership, great leaders are born and not made. Ololube 2013 (cited in Amanchukwu, Stanley & Ololube 2015) stated that Great Man theory assumes that leadership capacity is inherent and that great leaders are born and raised as leaders. This theory considers leader's heroic and mythic.

2.3.7.2. Trait Theory

The Trait Theory affirms that some people inherit traits that help them be good leaders. Leaders, according to this theory, have specific personal or behavioral characteristics that are common in successful leaders. This theory failed to explain why certain people who possess these assumed characteristics are not good leaders; this urged scholar to search for other leadership theories to demonstrate effective leadership.

2.3.7.3. Transformational Leadership Theory

In Transformational leadership, a leader improves the performance of the organization by inspiring and empowering followers to reach their potential. According to this theory, transformational leaders encourage innovation and drive positive organizational change (Díaz-Sáenz 2011). Transformational leaders possess many good behaviors and characteristics, such as vision, charisma, inspirational motivation, and intellectual stimulation.

2.3.7.4. Participative Leadership Theory

Based on the Participative Leadership Theory, the best leadership style is the one that utilizes the input of all group members. Everyone in this leadership style is encouraged to contribute to and participate in tasks and decision-making. Participative leadership enhances collaboration among group members and leads to the organization's success (Lamb, 2013).

2.3.7.5. Transactional Leadership Theory

Khan (2017) clarified that Transactional Leadership Theory applies to educational organizations and institutes. It is based on exchanging rewards. This theory focuses on the relationship between the leader and their followers, just like the teacher and their students, where the students work on an assignment or a task, and the teacher will award the quality work. In summary, a variety of Leadership Theories explain the relationship between the leader and the followers; some of these theories are applicable in a particular situation or a context, while other theories are not.

2.3.8. Leadership Styles in Education

Yahaya and Ebrahim (2016) examined three dimensions of leadership (transformational, transactional, and Laissez-faire) and their outcomes along with organizational commitment. They stated that, among the three dimensions or styles listed above, the transformational leadership style is the most effective one in achieving the organization's goals and objectives. Transformational Leadership Style consists of the following behavioral components:

- idealized Influence
- inspirational motivation
- intellectual stimulation
- individualized consideration

These behavioral components of transformational leadership style are the key to success in leading organizations (Bass & Avolio 2004 cited in Yahaya & Ebrahim 2016).

2.3.8.1. Autocratic Leadership Style

Autocratic leadership is considered a form of transactional leadership. In the Autocratic leadership style, leaders have complete power over the employees. Team members barely have a role in the decision-making process, even if the decision can be in the best interest of the staff or the organization. Autocratic leadership can be beneficial in crises where the leader must decide quickly without delay (Amanchukwu, Stanley & Ololube 2015).

2.3.8.2. Bureaucratic Leadership Style

Gultom and Situmorang (2020) affirmed that the bureaucratic leadership style can be described as a “lead by rule” style where the behavior of teachers can be described as an

implementation of applicable procedures. Bureaucratic teachers formulate their rules based on decisions with no flexibility. In the bureaucratic leadership style, most of the activities are centered on leaders, and people cannot be creative, and they have to stick to the existing provisions.

2.3.8.3. Charismatic Leadership Style

Charismatic leadership is a style of leadership where the leader utilizes their communication skills and charm to influence the followers. Charismatic leaders can connect well with employees or people and help them move forward in achieving common goals.

Charismatic leaders can be considered adequate if they are in harmony with the values of their followers; this harmony will help charismatic leaders to internalize the goals of their followers (Mhatre & Riggio, 2014, cited in Ozgenel 2020).

2.3.8.4 Transactional Leadership Style

Transactional Leadership Style is an exchange between the follower and the leader, where rewards are given for the employee's effort. This behavior involves some forms of negative feedback, such as criticism and punishment, especially when the employee's performance is poor (Mahdinezhad et al., 2013).

2.3.8.5. Democratic/Participative Leadership Style

Participative Leadership Style can be described as an evolution of any organization that aims at achieving its objectives (Yohe 2003). Participative Leadership Style focuses on involving employees in decision-making and considering them essential assets of the school,

which will increase collaboration among staff and enhance the organization's performance (Hamal 2020).

2.3.8.6. Laissez-Faire Leadership Style

Laissez-faire is a French phrase that means a “hands-off, let things ride” approach to influencing individuals in the workplace (Northouse 2010). Laissez-faire leadership can be described as the absence of leadership and the lack of a leader intervention where the leader is making a minimal effort to have the work along with minimal concern for employees (Einarsen, Aasland & Skogstad 2007 cited in Tosunoglu & Ekmekci 2016). Wong and Giessner (2018) conducted a study titled “The Thin Line between Empowering and Laissez-Faire Leadership: An Expectancy-Match Perspective”. According to the study, empowering leadership and laissez-faire leadership both represent pretty different leadership styles compared to previous leadership styles. Empowering Leadership is more active and directed in follower development, while Laissez-Faire Leadership is more passive and does not consider the needs of employees. The study affirmed that empowering leadership can be perceived by employees as laissez-faire based on the employees’ empowerment expectations, especially when leaders’ behaviors do not align with employees’ expectations.

2.3.9. Theories on Teacher Leadership

The literature review resulted in many theories underpinning the concept of teacher leadership; one of the famous theories is York-Barr and Duke Teacher Leadership for Student Learning. In 2004, York-Barr and Duke reviewed 140 studies of teacher leadership over 20 years. And came up with their theory, Teacher Leadership for Student Learning. This theory affirmed that teacher leadership comes from the teachers themselves through the tasks they

engage in within the school context. Teacher leaders have different roles with individual teams in the school while focusing on improving teaching and learning for students. According to the York-Barr and Duke model, teachers elaborate in many ways to improve the school performance, especially teaching and learning. The figure below describes the York-Barr and Duke model (York-Barr and Duke 2004).



Figure 3: Spheres of teacher leadership action for learning.

Source: (Fairman & Mackenzie 2012).

2.4 Review of Related Literature

UAE undergoes rapid and ongoing development in many sectors with a great effort to reform the education sector. According to this developmental plan, the education sector must prepare innovative teachers and teacher leaders to help learners and professional teachers

achieve higher standards and enhance the UAE education system to align with international best practices (Harold & Stephenson 2010).

2.4.1 Teacher Leadership Studies in UAE

Suwaidi and Schoepp (2015) conducted a study on the Knowledge and promotion of teacher leadership in public schools in Abu Dhabi. The finding of this study showed that teachers' focus and preference was teacher leadership as it related to enhancing classroom practices through professional development. Nevertheless, they believed teacher leadership was typically demonstrated by teachers taking on extra administrative responsibilities. The study recommended that institutions should offer opportunities for professional development to help faculty—both Emirati and foreign—emerge as teacher leaders and have a beneficial impact on educational change and student learning. Altaneiji and Ibrahim (2017) studied practices and roadblocks to teacher leadership in UAE schools. They conducted mixed-method research that explores teachers' leadership practices. The study addressed the factors that either helped or hindered teachers from taking a teacher leader role in public schools in the Abu Dhabi emirate. In the conclusion of their study, they stated a few recommendations that can help empower teachers and promote teacher leadership. The recommendations include Reviewing the educational policies, training teachers on leadership, distributing leadership roles fairly among teachers, consulting teachers on forming school committees, and enhancing the collaboration among school departments. Altaneiji and Ibrahim (2017) recommended that future studies collect qualitative data by interviewing school principals and school leaders to explore their perceptions of teachers' leadership to get more credible data as their study shows discrepancies between quantitative and qualitative data collected in their study because respondents sometimes they choose the most socially accepted answer. Alahbabi (2018) researched Key

stakeholders' perceptions of school improvement strategies in the UAE. Alahbabi suggested many strategies that can be implemented to move the school forward in its developmental plan; among the proposed strategies, the following strategies can help promote teacher leadership as part of the school improvement plan:

- Establishing strategies for effective communication with all members of the school community
- Establishing strategies that enable focused professional development for teachers
- Encouraging teamwork and establishing professional learning communities
- Encouraging teachers, parents, and students to be part of the decision-making process concerning school development

The study also suggested that participative leadership involves teachers, students, and parents in evaluating the improvement and promotion of schools to make them more beneficial and effective. Phogat (2022) studied the Role of School Leaders in Facilitating Continuous Professional Development to Empower Teachers in Private Schools in Dubai. The study's main objective is to explore the role of school leadership in empowering teachers through the implementation of CPD. The study explained that the role of school leadership is to bring out positive changes in the professional enhancement of teachers by performing and organizing CPD programs. Another study about the impact of teacher leadership on Teachers' performance and students' development for School Improvement in a private Kindergarten in Dubai. The study was conducted by Alshizawi (2023); the purpose is to investigate the impact of effective teacher leadership in schools on teachers' performance and students' achievement. The study showed a positive relationship between the effectiveness of the teachers and the motivation of teachers at work, which will affect their productivity. The study showed a good impact on the

teaching and learning process as well. Lead teachers make an excellent contribution to the professional development of their colleagues, which will improve the school's performance. In another study on Teacher leadership potential and teachers' perceptions in the UAE, Eltanahy (2018) affirmed that it is essential to enhance teachers' abilities, skills, and practices through beneficial professional development programs. Eltanahy argued that the participating teachers in the study are willing to attend professional structures to improve the educational reform in their schools. Radhwan (2020) studied 'The Influence of Teachers' Leadership Style' on Primary Students' Learning Outcomes in a Private School in Sharjah, UAE. The study explores the influence of teachers' leadership styles on students' learning outcomes and the factors that can enhance teachers' leadership. The study confirmed that when teachers act as leaders, they will have a good impact on the school. The study highlighted the effectiveness of a transformational leadership style that enhances teachers' commitment to the school community and to the school's mission and vision, which will directly have a positive impact on student achievement. In a study on the impact of teachers' leadership styles on the student's academic achievement and behavior in a private school in Fujairah City in UAE. The researcher listed the findings of the study as follows:

- The impact of teacher leadership does not only affect the academic performance of students but also impacts their behavior, which has a positive impact on the school's performance
- When teachers are given a role in the decision-making process in the school, especially concerning instructional material, resources, assessment tools, and policies, the school's performance will be enhanced (Elshabrawy 2021).

Subri (2018) explored the challenges lead teachers face in a private school in Dubai. The main findings of the study are:

- The effective lead teachers have a positive influence on the teachers' work motivation
- The effective lead teachers have a good impact on the teaching and learning process
- Lead teachers face many challenges, such as shortages of time and resources, high workloads, and teachers' reluctance.

The researcher recommended future studies to investigate the factors that may enhance the performance of lead teachers and to explore how school leadership can deal with obstacles and difficulties faced by lead teachers.

2.4.2 Teacher Leadership Studies Worldwide

Poekert, Alexandrou, and Shannon (2016) researched how teachers become leaders and suggested a model of teacher leadership development in the UK. The findings of their study claimed that when teachers work in a supportive environment, provided by a beneficial professional development program and allowed to lead, they can play a vital role in school improvement, including improving teacher quality and student outcomes.

Another study conducted in Australia, Canada, and Colombia aimed to explore and report teachers' experiences of empowering and practicing Teacher leadership in their schools. The researchers clarified that to empower leadership in the school and drive school improvement, a growth mindset is needed, along with fostering the teacher's agency. Another factor that can promote teacher leadership is the nature of relationships between teachers and principals. In the three school systems examined in the study, there was a need for an increased understanding of shared leadership (Pineda-Báez, Bauman & Andrews, 2020).

2.5 Summary

Teacher leadership is studied constantly in academic and educational discourse. This chapter includes some academic articles, scholarly papers, studies, and books that explored teacher leadership thoroughly and examined the role of school leaders in empowering teachers to have a more significant role in school improvement efforts. This study explores school leaders' and teachers' perceptions of teacher leadership and its impact on school improvement. The study will also examine the strategies that are implemented by school leaders in promoting teacher leadership for school improvement. Teacher leadership can enhance the performance of the school in many dimensions; one of these dimensions includes the effect of teacher leadership on students' academic achievement where teacher leadership helps educators share their best practices in teaching and learning which enhances the quality of instruction in class and has a direct effect on students' learning and attainment. This research will explore the gap in literature, specifically by tackling the impacts of leadership on school improvement and teacher performance, making its contributions unique and significant. This study will help school leaders to empower teachers and help them actualize their potential. Simultaneously, the study will highlight the advantages of empowering teachers and its effects and impacts on school improvement.

Chapter 3: Research Methodology

3.1 Overview of the Chapter

This chapter offers a detailed overview of the research methodology utilized in the investigation titled "The Impact of Teacher Leadership on School Improvement: exploring the experiences and views of school leaders and teachers in private schools in Sharjah".

The chapter initiates by underlining the significance of teacher leadership within the ever-evolving realm of education, focusing on private educational institutions in Sharjah. It lays out the research inquiries, encompassing both primary and secondary questions, to conduct a thorough exploration of teacher leadership and its repercussions on school advancement. The chapter embraces a mixed-method strategy, predominantly favoring qualitative methods while incorporating a quantitative dimension, to provide a comprehensive grasp of the research subject. It sheds light on the distinctive educational milieu of Sharjah, replete with diverse private educational establishments, serving as the research backdrop and offering a wealth of insights into teacher leadership. The chapter elucidates the techniques employed for data collection, encompassing interviews with school principals, vice principals, and heads of departments. A survey is administered to both school leaders and teachers. Additionally, it delves into the procedures for analyzing qualitative and quantitative data, underscoring the significance of reflexivity, iterative analysis, and member validation in the qualitative research process. The chapter closes by recognizing the advantages of selective participant sampling and delineates the stages involved in data analysis for both qualitative and quantitative research.

3.2 Introduction to the Research Methodology

In the ever-changing realm of education, the importance of teacher leadership in driving improvements within schools remains of utmost significance. The interplay between leadership and educational outcomes, particularly in the context of private schools in Sharjah, provides a rich tapestry of insights and experiences waiting to be unraveled. To navigate this complex landscape, a robust methodological approach is indispensable. This chapter delineates the methodologies and techniques employed to thoroughly explore the intricacies of teacher leadership and its profound influence on school enhancement. The study's focal point is capturing the real-life experiences and perspectives of school leaders and educators from private educational institutions in Sharjah. It casts a spotlight on their educational journeys, the challenges they've encountered, their successes, and the broader implications these hold for the academic community. By grounding our investigation in both qualitative and quantitative research paradigms, the study aspires to provide a comprehensive comprehension of the impact of teacher leadership on school improvement, shedding light on the experiences and viewpoints of school leaders and teachers in private schools in Sharjah.

3.2.1. Research Questions

3.2.1.1. The Main Research Question

What are the impacts of teacher leadership on school improvement as experienced and perceived by teachers and school leaders in two private schools in Sharjah?

3.2.1.2. The Research Sub-questions

1. How do teachers view the efforts of their school leaders in empowering teachers and promoting Teacher leadership ?
2. What strategies do school leaders apply to empower teachers and promote teacher leadership?
3. What are the impacts of promoting teacher leadership on school improvement according to teachers?
4. According to school leaders, what impacts does promoting teacher leadership have on school improvement?

3.2.2. Methodology (Research Approach)

The research design for this study employs a mixed-method approach, emphasizing primarily the qualitative research dimension, with a secondary focus on quantitative data derived from surveying school leaders and teachers. The mixed - method combines qualitative and quantitative methods to provide a comprehensive understanding of the research topic.

3.2.3. Mixed-Method Approach

As defined by Creswell (2014), a mixed-method approach entails the simultaneous or sequential collection and analysis of both qualitative and quantitative data. This method can be classified into several types, including sequential and concurrent methods. For this research, the exploratory sequential design was preferred. In this design, qualitative data collection and analysis take precedence, followed by the quantitative phase to provide numerical insight into identified themes (Creswell, 2014).

3.2.4. Qualitative Research on Teacher Leadership and School Improvement

Qualitative research offers a profound means of investigating the intricate dynamics and nuances associated with teacher leadership and its subsequent effects on school improvement.

Qualitative research proves invaluable in exploring the experiences and viewpoints of school leaders and teachers in private schools in Sharjah for several compelling reasons. Firstly, it offers a profound depth of understanding by delving into the lived experiences, emotions, beliefs, and values of individuals, thereby providing rich contextual insights (Creswell & Poth, 2016). Secondly, in the complex and nuanced realm of educational leadership, qualitative research is adept at unraveling intricacies and details often overlooked by quantitative methods (Denzin & Lincoln, 2011). Moreover, it excels at uncovering emergent themes and unexpected patterns through open-ended questions and flexible data collection methods, avoiding the constraints of predetermined survey structures (Patton, 2014). Given Sharjah's unique cultural and administrative context, qualitative methods facilitate a more contextual understanding, ensuring the findings are tailored and pertinent to the specific setting.

Additionally, qualitative research captures firsthand narratives through interviews and focus groups, providing unfiltered perspectives on the phenomenon (Seidman, 2006). It goes beyond mere outcomes to illuminate the processes, strategies, and practices influencing teacher leadership and its role in school improvement (Maxwell, 2012). Lastly, it often involves collaboration between researchers and participants, fostering reflective practice and potentially leading to immediate beneficial changes within the studied schools (Herr & Anderson, 2014).

3.2.5. Quantitative Research on Teacher Leadership and School Improvement

Quantitative research, characterized by its structured and numerical approach, offers distinct advantages for examining the impact of teacher leadership on school improvement, particularly within Sharjah's private schools. This approach boasts several vital benefits: Firstly, its larger sample sizes and systematic methodologies enable the generalizability of findings to a broader population, making it valuable for identifying trends and patterns in teacher leadership across multiple schools (Creswell & Creswell, 2017). Secondly, quantitative research permits sophisticated statistical analyses, facilitating identifying significant relationships, trends, and differences among variables related to teacher leadership and its effects on school improvement (Field, 2013). Thirdly, it employs standardized instruments like surveys or questionnaires to provide consistent and objective measures of school leaders' and teachers' perspectives, minimizing researcher bias (Muijs, 2010). Additionally, quantitative methods allow for comparisons, whether across different schools, between school leaders and teachers, or before and after an intervention, providing precise metrics for evaluation (Johnson & Onwuegbuzie, 2004). Moreover, quantitative methods offer the rigor to test and validate hypotheses concerning teacher leadership's influence on school advancement (Gall et al., 2007). Finally, the structured nature of quantitative instruments permits data collection from a more significant number of participants in a shorter timeframe, enhancing the study's reach and comprehensiveness (Dörnyei, 2007). Therefore, In investigating the impact of teacher leadership on school improvement within the private schools of Sharjah, while a qualitative approach provides a holistic, in-depth, and contextual lens, offering invaluable insights into the intricate world of educational leadership, quantitative research, with its emphasis on objective measurement,

statistical analysis, and generalizability, provides a robust framework to investigate the effects of teacher leadership on school improvement within the context of Sharjah's private schools.

3.3 Data Collection Plan

3.3.1. Research Context

The educational landscape constantly evolves, and leadership is pivotal in navigating these shifts toward achieving improved outcomes. The city of Sharjah, being a hub of education in the UAE, houses a multitude of private schools, each with its unique culture, leadership style, and approach to school improvement. Within this context, teacher leadership emerges as a potential catalyst for positive change. Recognizing and harnessing the leadership capabilities of teachers can provide schools with a distributed leadership model, potentially leading to more sustainable and widespread improvements. This study titled "The impact of teacher leadership on school improvement: exploring the experiences and views of school leaders and teachers in private schools in Sharjah" seeks to uncover the depth and breadth of teacher leadership in Sharjah's private educational sector. The central premise of the investigation lies in understanding the strategies employed by school leaders to foster teacher leadership and, subsequently, the perceptions of both school principals and teachers regarding the resultant impact on school improvement. Primary data was extracted through face-to-face interviews with school principals and leaders and a survey of principals, leaders, and teachers. These interviews were structured to glean insights into the strategies applied by these leaders to promote teacher leadership within their institutions. Moreover, the interviews aimed to capture the school leaders' perceptions about the influence of teacher leadership on school advancement. The questions, while being open-ended, were meticulously designed to focus on the efficacy of

leadership methods and the nuances of integration practices within the school setting. After these qualitative interviews, a structured survey targeted school principals and teachers. For the school principals, the survey intended to provide quantitative data on the strategies they employ to bolster teacher leadership and their perceptions regarding its impact on school improvement. The teachers, on the other hand, were surveyed to understand their perspectives on two crucial aspects: firstly, their perceptions about the role of school leaders in empowering and facilitating teacher leadership, and secondly, their views on the consequential impact of teacher leadership on overall school improvement. Through this multi-pronged approach, the study presents a holistic view of teacher leadership within Sharjah's private schools. It aims to juxtapose the views of those in primary leadership roles with those of the teachers to present a comprehensive understanding of teacher leadership's potential role in driving school improvement.

3.3.2 Data Collection in Qualitative Research

In qualitative research, data collection is versatile and dynamic. The impact of teacher leadership on school improvement predominantly utilized in-depth interviews and focus group discussions, facilitated by open-ended questions, to capture the experiences and views of the participants (Polit & Beck, 2010). Given the subjective nature of qualitative research, reflexivity, and iterative analysis are paramount. Thus, throughout the research process, a continuous review of data and emergent themes was undertaken to ensure the authenticity and depth of findings (Merriam, 2015)

3.3.3. Data Collection in Quantitative Research

Quantitative data in the study of the impact of teacher leadership on school improvement was derived from surveys administered to a broader sample of teachers and school leaders in

Sharjah's private schools. This phase aimed to validate and quantify the themes and patterns emerging from the qualitative data. Surveys incorporated Likert scale questions, providing a metric to gauge perceptions of teacher leadership and its link to school improvement (Johnson & Christensen, 2014).

3.3.4. Data Collection Method for Interviews

The study used interviews as one data source since interviews provide School Principals with real experience, how they see the experience and interpret it, and their perspective of the whole process. Interviews give participants a broad space to explain and interpret the process and include their assessment of the interviews, which were audio recorded with the consent of the participants. Later, they were written in precise transcripts to be able to code and analyze the data collected from the interviews. The questions used in the interviews are semi-structured, and they aim to answer the following questions:

1. Have you witnessed any specific initiatives or projects by teacher leaders that positively impacted school improvement? If yes, please provide a brief description.
2. How do teacher leaders support professional development among their colleagues?
Please share any specific strategies or practices you have observed or experienced
3. How do teacher leaders contribute to shared decision-making processes within the school? How does their involvement influence the outcomes of decisions made?
4. How do you believe teacher leadership promotes a positive school culture and enhances collaboration among staff members? Please provide any examples or observations

5. Have you observed teacher leaders engaging with parents, community members, or external stakeholders to support school improvement efforts? If yes, please share any specific examples or approaches.
6. What are some potential challenges or barriers that teacher leaders may face when trying to drive school improvement? Please list at least three.
7. What additional support or resources do you believe would be beneficial to teacher leaders in their efforts to promote school improvement? Please share any suggestions or ideas

3.3.5. Data Collection Method for Surveys

After the interviews, a survey was conducted on School leaders and teachers where the consent of participants was taken before the interview. Surveying School Principals and leaders is to show strategies applied by School Leaders for promoting Teacher Leadership and to show school leaders' perception of the impact of teacher leadership on school improvement. Surveying teachers is to understand teachers' perception of the role of School Leaders in empowering Teacher Leadership and to understand teachers' perception of the impact of teacher leadership in school improvement. The survey Questionnaire is comprised of three parts. The first part of the survey is designed for school leaders to assess the strategies they apply to promote teacher leadership, which includes the Demographics of the participants, Strategies used by School Leaders for promoting Teacher Leadership, and School leaders' perception of the impact of teacher leadership in school improvement. The second part is designed for teachers and covers the Teachers' perception of the role of School Leaders in empowering Teacher

Leadership and the Teachers' perception of the impact of teacher leadership on school improvement

3.3.6. Setting and Sample

The method used to select participants for this study was based on selective or purposive sampling (for schools and interviews with school principals and leaders) and the random (for surveys) methods. The particular sampling method is practical in a reasonable context (Suri 2011). Selective sampling is a research method that involves the intentional selection of participants based on specific criteria, as opposed to random selection. This approach is precious in research when researchers have predefined characteristics or attributes they want their participants to possess. Several types of selective sampling methods are commonly employed in various research contexts. These methods include purposive sampling, quota sampling, and snowball sampling.

Purposive sampling, which is used in this study, also known as judgmental or subjective sampling, is a selective sampling method where researchers deliberately choose participants who meet specific predetermined criteria (Creswell & Creswell, 2017). This method is often used when researchers seek to gather insights from individuals with particular expertise, experiences, or characteristics. In this study, for interviews, sampling involves selecting two schools following the American curriculum in Sharjah city and six school principals and school leaders from both schools based on specific characteristics, such as age, gender, or occupation, which are relevant to the research questions. However, for the two surveys, 128 teachers and 21 school leaders were chosen randomly from the two schools following the American curriculum in Sharjah.

3.4 Research Instrument

In this study, the researcher adopted the mixed-method approach where the researcher will utilize two research- instruments (qualitative and quantitative). The research instruments are designed based on the two types of variables, independent and dependent variables, of the research. Variables are defined as properties that take on different values. A variable is a logical grouping or classification of attributes, characteristics, or qualities that can describe an object. (Kerlinger 1983). In this research, there are three dependent variables and two independent variables. These variables are listed as follows:

a- Dependent Variables of the study:

- 1- The improvement in student achievement.
- 2- The improvement in school performance in general
- 3- The empowerment of teachers by school leaders

b- Independent Variables:

- 1- School leader's role in empowering teachers
- 2- Challenges that hinder teacher leadership effectiveness
- 3- Strategies that are utilized by school leaders to promote teacher leadership

Taking into consideration the independent and dependent variables listed above, the instruments are designed to describe the qualitative data and to measure the quantitative data, as will be discussed in the data analysis plan.

3.4.1. The Structure of the School Leaders Interview

The interview questions are created based on the research variables mentioned earlier in this section, and they are divided into four domains:

1. The first domain in the interview questions is the personal domain, which includes questions related to school leaders' demographic information, experiences, qualifications, and school leaders' perceptions and views of teacher leadership. This domain was dominant in section one (demographic), questions one through seven, and in section two, questions one and four. The researcher's aim here is to collect data about the views of school leaders on the qualities or characteristics of an effective teacher leader and how teacher leaders can support professional development among their colleagues.
2. The second domain in the interview questions is the strategies that empower teachers and promote teacher leadership. This domain was dominant in section two, questions five, seven, and nine. These questions are based on one independent variable, which is the empowerment of teachers by school leaders. The researcher aims to collect data on how teacher leaders can contribute to shared decision-making processes within the school. Does teacher-leader involvement influence the outcomes of decisions made in the school? How can teacher leaders engage with parents, community members, or external stakeholders to support school improvement efforts? Lastly, the researcher is exploring additional support or resources that would benefit teacher leaders in their efforts to promote school improvement.

3. The third domain in the interview questions is Teacher leadership and school improvement. This domain was dominant in section two, questions two, three, four, six, seven, eight, and nine. These questions are based on the two independent variables, which are the improvement in student achievement and the improvement in school performance in general. The researcher aims to collect data on strategies to promote teacher leadership for school improvement.

3.5 Data Analysis Plan

3.5.1. Analyzing Qualitative Data

Analyzing qualitative data collected from interviews with school principals regarding the impact of teacher leadership on school improvement in Sharjah's private schools entails a systematic process guided by established qualitative research methodologies. The following step-by-step guide outlines this process: First, transcription of interview recordings into written text is essential for accurate analysis (Smith & Firth, 2011). Next, data familiarization will involve a thorough reading of interview transcripts to immerse oneself in the data and understand its context and content (Braun & Clarke, 2006). The coding phase includes developing a system to categorize and label data, starting with open coding to generate initial codes and progressively transitioning to focused coding to create categories and themes (Charmaz, 2014). Qualitative data analysis software like NVivo or manual coding methods can be employed. Subsequently, theme development entails identifying recurring themes and patterns within the coded data organizing codes into broader themes that capture participants' experiences and views on teacher leadership and school improvement (Braun & Clarke, 2006). Data interpretation involves contextualizing themes within the research questions, exploring

connections, and understanding their implications (Braun & Clarke, 2006). Consideration of member checking, where preliminary findings are shared with participants for accuracy, is considered (Creswell & Creswell, 2017). The reporting phase involves crafting a comprehensive qualitative research report comprising an introduction, methodology, presentation of findings (including themes and supporting quotes), discussion of implications, and conclusions (Creswell & Creswell, 2017). To ensure validity and trustworthiness are provided. Moreover, ethical considerations, including participant confidentiality and informed consent, must be carefully managed (Braun & Clarke, 2006). Finally, throughout the analysis, citing relevant literature is crucial to provide context and support for the findings (Smith & Firth, 2011).

3.5.2. Analyzing Quantitative Data

SPSS (Statistical Package for the Social Sciences) analyzes quantitative data collected through surveys. Utilizing SPSS (Statistical Package for the Social Sciences) to analyze quantitative data collected through surveys administered to school principals and teachers regarding the influence of teacher leadership on school improvement within Sharjah's private schools involves a systematic series of steps. To begin, data preparation is vital, necessitating data organization in a structured format with unique variable names, categorical response codes, and the appropriate handling of missing data (Pallant, 2020). Subsequently, data cleaning is essential to identify and address outliers, errors, or inconsistencies, potentially involving the removal or recoding of data points falling outside the expected range (Pallant, 2020). Descriptive statistics, including means, standard deviations, frequencies, and percentages, summarize key data characteristics (Field, 2013). The reliability of survey scales and constructs is assessed through reliability analysis, such as Cronbach's alpha, ensuring consistent

measurement of underlying constructs (Pallant, 2020). In addition, data exploration is facilitated by visualizations like histograms, box plots, and scatterplots, enabling the identification of potential trends or patterns among variables (Field, 2013). Hypothesis testing is then carried out based on the research questions, encompassing t-tests, ANOVA, correlation analysis, and regression analysis to examine variable relationships and test hypotheses (Pallant, 2020). Interpreting statistical results is crucial, requiring contextualization within research questions and discussion of their significance for understanding the influence of teacher leadership on school improvement (Field, 2013). To convey quantitative findings effectively, clear and concise tables, charts, and graphs are presented, with relevant statistics, such as p-values, effect sizes, and confidence intervals (Field, 2013). The analysis concludes with the summarization of key findings, discussion of their implications for the study's objectives, and consideration of analysis limitations, along with suggestions for further research (Pallant, 2020). Throughout the analysis and discussion, citing pertinent literature is integral to supporting findings and contextualizing the research (Field, 2013).

3.6 Ethical Consideration

Ethics can be the moral principles that guide conduct, whether held by a group or a professional. Although ethical considerations are related to educational research, many malpractices are occurring in the research field. It is the need of the hour to discuss ethical considerations about academic research. (Wellington 2000).

In this research, the researcher considered all the ethical requirements to ensure that the research is:

1. A formal letter was sent from the British University in Dubai (BUiD) to the school principal of The American School of Creative Science and the school principal of SAMA American Private School in Sharjah to request their approval to conduct the research in their schools; the research will include conducting interviews with school leaders and sending a survey to both school leaders and teachers in the school. The School Principals of the two schools permitted the researcher to conduct the research in their school and signed the consent letters (attached to the appendix).
2. The interviewees will be informed that the interview will be recorded. The researcher will take their permission to record the interview before starting; in addition, the interviewees will sign the consent form in the interview sheet (transcript) to approve the form
3. The teachers will be informed about the survey, and they will provide their consent before filling out the survey; they will be informed that the survey will be anonymous

3.7 Research Reliability and Validity

Reliability and validity are two critical aspects of scholarly papers and studies. Reliability and validity are necessary to ensure the quality of rigorous qualitative research. (Cypress 2017). In this research, the researcher will adopt a mixed – method of research using two different instruments: quantitative and qualitative instruments. The qualitative instrument is conducting interviews with school leaders. This instrument is reliable for many reasons. Firstly, this research utilizes a mixed-method approach of qualitative study (interviews with school leaders) and a quantitative study (questionnaire for school leaders and teachers). The open-ended interviews ensure that all the participants are asked identically the same questions

and will be given the same space and time allocation to respond to questions, providing their thoughts, which maintains consistency throughout the process of collecting responses. They added that all the interviews will be on a one-to-one- basis to eliminate the misunderstanding of any of the responses. Secondly, the interview form will be reviewed and approved by the dissertation supervisor (Dr. David Solomon), and it will be reviewed by two educators and experts in the education field. Thirdly, the interview questions are obvious and derived from their practices in the educational institutes and represent what is taking place in schools in their journey towards improving school performance. Validity and Reliability are two concepts that are closely related; they are used to express different characteristics of the measuring instrument. In general, a specific measuring instrument may be reliable but not valid; if a measuring instrument is good, then it is mostly reliable. Nevertheless, reliability is not sufficient to ensure that the data or the procedure is valid. Regarding the quantitative instrument, which is the questionnaire to school leaders and teachers, the survey questions are straightforward, and they are divided into several domains. The school leaders' survey has three parts: the first part is the demographics part, the second part explores the strategies applied by School Leaders for promoting Teacher Leadership, and the third part explores School leaders' perception of the impact of teacher leadership in school improvement. The teachers' survey is divided into three parts: the first part is the demographics part, the second part explores teachers' perception of the role of School Leaders in empowering Teacher Leadership, and the third part is Teachers' perception of the impact of teacher leadership in school improvement. The survey questions can be considered reliable for the following reasons: Firstly, they aim to answer the research questions; they are consistent and clear. Secondly, an identical survey will be sent to educators in Sharjah schools who are working in the same conditions and similar educational

environments so the results of the study might be correlated to each other. Validity of research can be defined as determining the fidelity of research, which reflects the accuracy of the findings according to the researcher, the participants, and the readers. (Creswell & Miller 2000). Trustworthiness can be described in many ways, according to different researchers. Trustworthiness can be seen as authenticity, trustfulness, and the quality of the findings of a qualitative study. It can be related to what degree the research can be trusted by readers.

(Schmidt & Brown 2017). The validity of the research must be evident in the notion, questions, and measurement tool. Validity must be there in each part of the research. The qualitative part of this research is considered valid for the following reasons: Firstly, the research questions explore teacher leadership for school improvement that has a significant impact on school improvement in Sharjah, whether directly or indirectly. Secondly, the survey questions will be reviewed and approved by the dissertation supervisor (Dr. David Solomon). They will also be sent to two educators in the field to provide their valuable feedback. The survey will be sent to five teachers and a lead teacher as a pilot sample. Considering the feedback from all parties, the quantitative tool can be regarded as valid. Thirdly, both quantitative and qualitative tools are complete, and the qualitative and quantitative data will be taken from different sources (teachers and school leaders), enhancing the construct validity. Lastly, both research instruments are correlated and measure the same variables in the trial to answer the research questions.

3.8 Summary of the Chapter

This chapter includes the methodology of the research, the research approach, the research instruments, and the research design, including the reliability and validity of the instruments used. The chapter also included the data collection plan, the method, the context,

the site, the population, and the samples. Furthermore, it consists of the instruments such as the validation process. Two instruments will be used to collect data in this research (qualitative and quantitative). The data analysis plan will be described in detail in this chapter, and ethical considerations will also be listed, along with the reliability and validity of the data collected. Currently, I work in a position in Dubai schools. Data collection, analysis, and findings are illustrated in the following chapter.

Chapter 4: Results and Analysis

4.1 An Overview of the Chapter

This chapter includes the Analysis of the quantitative data with critical analysis, discussion and interpretation and a summary of the quantitative results. It also includes the analysis of the qualitative data with critical analysis, discussion and interpretation and the summary of the qualitative results.

4.2 Analysis of Quantitative Data

The researcher utilized a mixed – method in this study, where data is collected from interviews (qualitative method) and two surveys (quantitative method), one for teachers and one for school leaders. The sampling involves selecting two schools following the American curriculum in Sharjah city and six school principals and school leaders from both schools based on specific characteristics, such as age, gender, or occupation, which are relevant to the research questions. However, for the two surveys, 128 teachers and 21 school leaders were chosen randomly from the two schools following the American curriculum in Sharjah.

4.2.1 Results of Survey for School Leaders

The survey for School Leaders is composed of three dimensions or parts, the first dimension aims to investigate the demographics of the participants. The second dimension is to investigate the strategies applied by School Leaders for promoting Teacher Leadership and the

third dimension aims to explore School leaders' perception about the impact of teacher leadership in school improvement. The survey was completed by 21 school leaders.

4.2.1.1 Part 1: The Demographic Characteristics of Participants

Table 1 below shows individuals' demographic and professional attributes in school leadership roles. Key roles include a majority of Heads of Departments (38.10%), with a small fraction in titles like Principal, Education Leader, and Teacher, each at 4.76%. Notably, there's a significant female majority (85.71%) in these roles; age-wise, most fall within the 30-49 years range, comprising 71.43% of the participants. Nationality-wise, the bulk come from other Arab nationalities (76.19%), and in terms of teaching levels, the majority cater to High School (57.14%). Regarding academic qualification, the data tilts towards higher education with degrees leading at 61.90%, whereas only 4.76% have a PhD. The teaching experience is evenly spread, with approximately 28.57% each having 6-10, 11-15, and 16-20 years of experience, and those exceeding 20 years constitute 23.81%. When looking at leadership tenure, a substantial number have been in their roles for 7-10 years (38.10%). Lastly, regarding their duration at the current school, nearly half (47.62%) have a tenure of 6-10 years, followed by those with 1-5 years at 42.86%.

Table 1: Demographic characteristics of school principals

Variables	Code	Categories	Frequency	Percentage
The role in the school	1	Education leader	1	4.76%
	2	Principal	1	4.76%
	3	Vice Principal	3	14.29%
	4	Head of Department	8	38.10%
	5	Teacher	2	9.52%
	6	Psychologist	1	4.76%
	7	Curriculum Coordinator	1	4.76%
	8	coordinator projects coordinator	1	4.76%
	9	Other	3	14.29%
gender	1	Male	3	14.29%
	2	female	18	85.71%
age	1	less than or equal to 29 years	1	4.76%
	2	30-39 years	7	33.33%
	3	40-49 years	8	38.10%
	4	50-59 years	4	19.05%

Variables	Code	Categories	Frequency	Percentage
	5	older than 60 years	1	4.76%
nationality	1	Asian nationalities	4	19.05%
	2	other Arab nationalities	16	76.19%
	3	other nationalities	1	4.76%
grade levels taught	1	KG	1	4.76%
	2	Elementary	2	9.52%
	3	Middle School	6	28.57%
	4	High School	12	57.14%
highest academic qualification	1	Bachelor	7	33.33%
	2	Masters	13	61.90%
	3	PhD	1	4.76%
teaching experience	1	6-10 years	4	19.05%
	2	11-15 years	6	28.57%
	3	16-20 years	6	28.57%
	4	more than or equal to 20 years	5	23.81%
Years in a leadership position at a school	0	Na Noe	1	4.76%
	1	Less than one year	2	9.52%
	2	1-3 years	4	19.05%
	3	4-6 years	4	19.05%

Variables	Code	Categories	Frequency	Percentage
	4	7-10 years	8	38.10%
	5	More than ten years	2	9.52%
Years of experience in current school	1	1-5 years	9	42.86%
	2	6-10 years	10	47.62%
	3	11-15 years	1	4.76%
	5	more than 20 years	1	4.76%

4.2.1.2 Part 2: Strategies Applied by School Leaders for Promoting Teacher Leadership

Table 2 below shows strategies implemented by school leaders to foster teacher leadership. The top-rated strategy, with a mean of 4.76, emphasizes the importance of teachers collaborating and sharing expertise, underscoring the value of a collaborative school environment. Following closely, with a mean of 4.67, is the strategy focusing on professional development opportunities to enhance professional growth. On the other end of the spectrum, the creation of mentoring and coaching programs, with a rating of 4.24, is slightly less prioritized, though it remains crucial. Additionally, the evaluation of the overall effectiveness of these strategies stands at a mean of 4.29, suggesting that while leaders find their approaches effective, there's potential for further improvement. Overall, with a mean score of 4.52, the strategies predominantly earn high marks for fostering teacher leadership.

Table 2: Means and std. deviation for the estimations of strategies applied by school leaders for promoting teacher leadership arranged discerningly

	Mean	Std. Deviation	Degree
I provide opportunities for teachers to collaborate and share their expertise	4.76	.436	High
I offer professional development opportunities that focus on building leadership skills.	4.67	.577	High
I encourage teachers to take on leadership roles within their departments/grade levels	4.62	.590	High
I allocate resources (monetary, teaching materials, technology, etc.) to support teacher learning and professional development	4.62	.498	High
I provide opportunities for teachers to lead professional development sessions or present their work to colleagues	4.62	.590	High
I foster a culture of trust and open communication, allowing teachers to voice their ideas and perspectives	4.57	.598	High
I establish professional learning opportunities that allow teachers to share best practices, discuss instructional strategies, and collaborate on curriculum development, which greatly contributes to school improvement	4.57	.598	High
I involve teachers in decision-making processes that impact their teaching practice and school improvement	4.48	.602	High
I support and empower teachers to take risks and innovate in their teaching practices	4.48	.512	High
I recognize and celebrate the accomplishments and contributions of teacher leaders in our school	4.38	.805	High
Overall, how effective do you believe your strategies for promoting teacher leadership are in your school?	4.29	.902	High
I create mentoring and coaching programs in the school, which provide for teachers to shadow administrators	4.24	.889	High

	Mean	Std. Deviation	Degree
Total Mean of Strategies applied	4.52	.43608	High

Significant differences

However, the differences in the estimation of strategies applied by school leaders for promoting teacher leadership due to demographic variables are not significant when tested with the analysis of variance (ANOVA).

4.2.1.3. Part 3: School Leaders' Perception About the Impact of Teacher Leadership in School Improvement

Table 3 highlights school leaders' perceptions of the impact of teacher leadership in school enhancement. The top-rated perception, with a mean of 4.76, is that teacher leadership greatly benefits school improvement. Coming closely behind, several statements with a mean of 4.71 emphasize aspects like fostering positive school culture. On the other hand, the slightly lower-rated beliefs, albeit still falling in the "High" category, suggest that teacher leaders motivate peers (mean of 4.52) and bridge communication between staff and administration (mean of 4.52). At the same time, perception rates their collaboration in school initiatives at 4.38. Overall, with an average score of 4.64, school leaders universally recognize and appreciate the substantial influence of teacher leadership on school progression.

Table 3: Means and std. deviation for the estimations of school leaders' perception about the impact of teacher leadership in school improvement arranged discerningly

	Mean	Std. Deviation	Degree
Overall, teacher leadership significantly contributes to the improvement of schools.	4.76	.436	High
The involvement of teacher leaders improves instructional practices throughout the school	4.71	.463	High
Teacher leadership leads to a positive and supportive school culture	4.71	.463	High
The recognition and support of teacher leaders by school administrators positively impact school improvement efforts	4.71	.463	High
Teacher leadership fosters a collaborative and supportive school culture among the staff	4.71	.463	High
Teacher leadership promotes innovation and creativity in teaching practices	4.71	.561	High
Teacher leadership plays a crucial role in driving school improvement	4.67	.577	High
Teacher leadership positively impacts student achievement and academic performance	4.67	.577	High
Teacher leadership improves the overall effectiveness of instructional practices in the school	4.67	.577	High
Teacher leadership increases teacher satisfaction and engagement in their work	4.67	.577	High
Teacher leadership strengthens the connection between classroom instruction and student outcomes	4.62	.590	High
Teacher leadership positively impacts parental involvement and community engagement in the school	4.62	.590	High
The presence of teacher leaders facilitates professional development opportunities and growth of all staff members	4.57	.598	High

	Mean	Std. Deviation	Degree
Teacher leaders are instrumental in implementing and monitoring school improvement plans	4.57	.598	High
Teacher leaders inspire and motivate other teachers to strive for excellence	4.52	.512	High
Teacher leaders act as a bridge between the administration and teaching staff, effectively communicating the needs of their colleagues	4.52	.602	High
Teacher leaders effectively collaborate with other educators to implement school improvement initiatives	4.38	.669	High
Total Mean of School leaders' perception	4.64	.44411	High

Significant differences

However, the differences in the estimations of school leaders' perception of the impact of teacher leadership in school improvement due to the demographic variables were not significant when tested with the analysis of variance (ANOVA).

4.2.2. Results of Survey for Teachers

The survey for teachers is composed of three dimensions or parts, the first dimension aims to investigate the demographics of the participants. The second dimension is to explore Teachers' perception about the role of School Leaders in empowering Teacher Leadership and the third dimension aims to explore Teachers' Perceptions of the impact of Teacher Leadership on school improvement. The survey was completed by 128 teachers.

4.2.2.1 Part 1: The Demographic Characteristics of Participants

Table 4 provides a demographic overview of teachers, highlighting that the majority (46.09%) are aged between 30- 39 years, female teachers representing a significant 74.22%, while male teachers account for 25.78 % of participants, 46.88% teach at the secondary level, followed by middle teachers at 32.03%. The predominant academic qualification is a bachelor's degree, held by 58.59% of the teachers, and a sign belonging to other Arab nationalities. The most common teaching experience bracket is 6-10 years, encompassing 31.25% of the teachers, and over half (54.69%) have been with their current school for 1 to 5 years.

Table 4: Demographic characteristics of teachers

Variables	Code	Categories	Frequency	Percentage
Age	1	less than or equal to 29 years	18	14.06%
	2	30-39 years	59	46.09%
	3	40-49 years	37	28.91%
	4	50-59 years	13	10.16%
	5	older than 60 years	1	0.78%
Gender	1	male	33	25.78%
	2	female	95	74.22%
Grade levels teaching	1	KG	2	1.56%
	2	Elementary	25	19.53%
	3	Middle school	41	32.03%
	4	Secondary	60	46.88%
Highest academic level	1	Bachelor	75	58.59%
	2	Masters	40	31.25%

Variables	Code	Categories	Frequency	Percentage
	3	PhD	8	6.25%
	4	other	5	3.91%
Nationality	1	Asian nationalities	20	15.63%
	2	western nationalities	5	3.91%
	3	other Arab nationalities	101	78.91%
	4	other nationalities	2	1.56%
Teaching experience in years	1	less than five years	14	10.94%
	2	6-10 years	40	31.25 %
	3	11-15 years	32	25.00%
	4	16-20 years	28	21.88%
	5	more than or equal to 20 years	14	10.94%
Experience in the current school	1	1-5 years	70	54.69%
	2	6-10 years	43	33.59%
	3	11-15 years	9	7.03%
	4	16-20 years	5	3.91%
	5	more than 20 years	1	0.78%

4.2.2.2. Part 2: Teachers' Perception About the Role of School Leaders in Empowering Teacher Leadership

Table 5 presents teachers' assessments of school leaders' effectiveness in nurturing teacher leadership, indicating the highest appreciation for leaders providing professional development for leadership skills (mean: 3.95, std. dev.: 0.963) and encouraging teacher

involvement in critical educational decision-making (mean: 3.91, std. dev.: 0.922). Conversely, perceptions fall to a moderate degree regarding leaders allocating resources and time for leadership opportunities (mean: 3.60, std. dev.: 1.060) and seeking teacher input in impactful school decisions (mean: 3.61, std. dev.: 0.982). Nonetheless, the overall average leans positively (mean: 3.76, std. dev. Represent 5816), affirming school leaders' pivotal role in advancing teacher leadership.

Table 5: Means and std. deviation for the estimations of teachers' perception about the role of school leaders in empowering teacher leadership arranged discerningly

	Mean	Std. Deviation	Degree
School leaders support and encourage teachers to share their ideas and opinions on important decisions related to teaching and learning	3.91	.922	High
School leaders recognize and celebrate the contributions of teacher leaders within the school community	3.73	.986	High
School leaders provide professional development opportunities that help teachers develop leadership skills	3.95	.963	High
School leaders provide opportunities for teachers to take on leadership roles within the school	3.74	1.006	High
School leaders provide feedback and support to help teacher leaders grow and succeed in their roles	3.76	1.018	High
School leaders provide a supportive and inclusive environment that encourages all teachers to explore and develop their leadership potential	3.70	.999	High
School leaders promote collaboration among teachers by creating opportunities for them to work together on projects and initiatives	3.83	.973	High
School leaders communicate a shared vision for teacher leadership and involve teachers in its development	3.77	1.046	High

	Mean	Std. Deviation	Degree
School leaders allocate resources and time for teachers to pursue leadership opportunities	3.60	1.060	Moderate
School leaders actively seek input and ideas from teacher leaders when making decisions that impact the school community	3.61	.982	Moderate
Total Mean for Teachers' perception about the role of School Leaders in empowering Teacher Leadership	3.76	.85816	High

Significant differences

Table 6 analyzes the impact of demographic variables on teachers' perceptions of school leaders' role in empowering teacher leadership. Most demographic factors, such as age (F-value: .713, Sig.: .585), gender (F-value: .055, Sig.: .815), grade teaching (F-value: .187, Sig.: .905), highest academic level (F-value: .281, Sig.: .839), nationality (F-value: 1.494, Sig.: .221), and overall teaching experience (F-value: .114, Sig.: .977), did not significantly influence these perceptions. However, the duration of a teacher's experience in their current school notably impacted their views, with an F-value of 6.981 and a significance level of .000. The model accounts for roughly 26.8% (R Squared: .268) of the variation in perceptions with an adjusted R Squared of .115, indicating that 11.5% of the variability is explained when considering multiple regression.

Table 6: Tests of between-subjects effects teachers' perception about the role of school leaders in empowering teacher leadership based on demographic variables

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	25.062 ^a	22	1.139	1.747	.032
Intercept	88.285	1	88.285	135.396	.000
Age	1.858	4	.465	.713	.585
Gender	.036	1	.036	.055	.815
Grade Teaching	.366	3	.122	.187	.905
Highest academic level	.549	3	.183	.281	.839
Nationality	2.922	3	.974	1.494	.221
Teaching experience	.298	4	.075	.114	.977
Experience in the Current school	18.207	4	4.552	6.981	.000
Error	68.465	105	.652		
Total	1903.290	128			
Corrected Total	93.527	127			

a. R Squared = .268 (Adjusted R Squared = .115)

4.2.2.3. Part 3: Teachers' Perceptions of the Impact of Teacher Leadership on School Improvement

Table 7 assesses teachers' perceptions of teacher leadership's effect on school enhancement. The two top perceptions, with a mean of 4.24, highlight the importance of school administrators recognizing and supporting teacher leaders and the overarching view that teacher leadership significantly affects school improvement. In contrast, the lowest perceptions suggest

that while teacher leaders' communication and advocacy for their colleagues have a mean of 4.03, their motivation and inspiration for others is slightly higher at 4.07. Overall, the collective sentiment underscores the positive impact of teacher leadership on school progress, as indicated by an average mean score of 4.16.

Table 7: Means and std. deviation for the estimations of teachers' perception about the impact of teacher leadership in school improvement arranged discerningly

	Mean	Std. Deviation	Degree
The recognition and support of teacher leaders by school administrators positively impact school improvement efforts	4.24	.740	High
Overall, teacher leadership significantly contributes to the improvement of schools.	4.24	.761	High
Teacher leadership plays a crucial role in driving school improvement	4.23	.701	High
Teacher leadership positively impacts student achievement and academic performance	4.23	.748	High
Teacher leadership improves the overall effectiveness of instructional practices in the school	4.22	.720	High
Teacher leadership strengthens the connection between classroom instruction and student outcomes	4.21	.648	High
The involvement of teacher leaders improves instructional practices throughout the school	4.18	.715	High
Teacher leadership leads to a positive and supportive school culture	4.18	.798	High
Teacher leadership fosters a collaborative and supportive school culture among the staff	4.16	.707	High
Teacher leadership promotes innovation and creativity in teaching practices	4.14	.791	High

Teacher leaders are instrumental in implementing and monitoring school improvement plans	4.13	.757	High
Teacher leadership increases teacher satisfaction and engagement in their work	4.12	.829	High
The presence of teacher leaders facilitates professional development opportunities and growth of all staff members	4.11	.786	High
Teacher leadership positively impacts parental involvement and community engagement in the school	4.09	.747	High
Teacher leaders effectively collaborate with other educators to implement school improvement initiatives	4.07	.723	High
Teacher leaders inspire and motivate other teachers to strive for excellence	4.07	.844	High
Teacher leaders effectively communicate and advocate for the needs of their colleagues	4.03	.851	High
Total mean for Teachers' perception about the impact of teacher leadership in school improvement	4.16	.62839	High

Significant differences

Table 8 examines the influence of demographic variables on teachers' perceptions of the impact of teacher leadership on school improvement. Age, gender, grade teaching, highest academic level, nationality, and general teaching experience did not significantly influence these perceptions, as indicated by their respective F-values and significance levels. However, the teacher's tenure in their current school emerged as a significant factor, with an F-value of 2.648 and a significance level of .037. The model's R-squared value iR-squared indicates that the demographic variables account for about 23.2% of the variance in perceptions, but when adjusted for multiple regression, this value drops to 7.1%.

Table 8: Teachers' perceptions of the impact teacher leadership in school improvement based on demographic variables

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	11.629 ^a	22	.529	1.441	.113
Intercept	119.030	1	119.030	324.456	.000
Age	1.096	4	.274	.747	.562
Gender	.541	1	.541	1.476	.227
Grade Teaching	.196	3	.065	.178	.911
Highest academic level	1.266	3	.422	1.150	.332
Nationality	2.311	3	.770	2.100	.105
Teaching experience	1.282	4	.320	.873	.483
in the current school	3.88the 6	4	.971	2.648	.037
Error	38.520	105	.367		
Total	2261.440	128			
Corrected Total	50.149	127			

a. R Squared = .232 (Adjusted R Squared = .071)

4.3 Summary of Quantitative Results

By analyzing the quantitative data, the School Leader's survey, the researcher assured that many strategies can be implemented by school leaders to foster teacher leadership such as emphasizes the importance of teachers collaborating and sharing expertise and can result in collaborative school environment. Another beneficial strategy is creating professional development opportunities to enhance professional growth. Mentoring and coaching programs

are vital strategies as well. With regards to school leaders' perceptions of the impact of teacher leadership in school enhancement, the results of the school leaders survey affirmed that teacher leadership greatly benefits school improvement through fostering positive school culture. Teacher leaders motivate peers and bridge communication between staff and administration. The results of the Teacher's survey results clarified that school leaders can nurture teacher leadership by encouraging teacher involvement in critical educational decision-making. Conversely, teachers did not agree that school leaders allocate resources and time for leadership opportunities and that they seek teacher input in impactful school decisions. Nonetheless, the overall results affirm the school leaders' pivotal role in advancing teacher leadership.

4.4 Analysis of Qualitative Data

4.4.1. Part 1: The Demographic Characteristics of Participants

Table 9 provides a demographic overview of school leaders, highlighting that the majority (50.0 %) are aged between 40-49 years, female leaders representing a significant 83.0 %, while male leaders. The predominant academic qualification is a masters' degree, held by 66.7 % of the school leaders. The most common teaching experience is more than 20 years, encompassing 33.3 % of the teachers, and most of the school leaders have been in their current school for 6 to 10 and 11-15 years.

Table 9: Demographic characteristics of school leaders

Variables	Code	Categories	Frequency	Percentage
Age	1	less than or equal to 29 years	0	0.0 %
	2	30-39 years	1	17.0 %

Variables	Code	Categories	Frequency	Percentage
	3	40-49 years	3	50.0 %
	4	50-59 years	2	33.3%
	5	older than 60 years	0	0.0 %
Gender	1	male	1	17.0 %
	2	female	5	83.0 %
How many years in Leadership position at your school	1	less than one	0	0.0 %
	2	1-3 years	0	0.0 %
	3	4-6 years	2	33.3 %
	4	7-10 years	2	33.0 %
	5	more than 10 years	2	33.0 %
Highest academic level	1	Bachelor	1	17.0 %
	2	Masters	4	66.7 %
	3	PhD	1	17.0 %
Role	1	Principal	2	33.0 %
	2	Vice principal	1	17.0 %
	3	Department Head	3	50.0 %
	4	Curriculum Coordinator	0	0.0 %
	5	Other	0	0.0 %
Teaching experience in years	1	Less than 5 years	0	0.0 %
	2	6-10 years	1	17.0 %
	3	11-15 years	1	17.0 %
	4	16-20 years	1	17.0 %
	5	more than 20 years	2	33.3 %

Variables	Code	Categories	Frequency	Percentage
Experience in the current school	1	1-5 years	1	17.0 %
	2	6-10 years	2	33.3 %
	3	11-15 years	2	33.3 %
	4	16-20 years	0	0.0 %
	5	more than 20 years	1	17.0 %

4.4.2. Part 2: Interview Questions

The interview includes nine questions in an attempt to answer the research questions that help the researcher explore strategies applied by school leaders to promote teacher leadership and to explore school leaders' views and perceptions on the impact of teacher leadership on school improvement. The analysis of each question is discussed in the following parts.

Question one: In your opinion, what are the key qualities or characteristics of an effective teacher leader? Please list at least three.

Based on the diverse opinions of all interviewees, the consensus identifies several vital qualities of an effective teacher leader (TL). Communication skills stand out prominently; the principal 2 values clear, concise communication with active listening. *“The three key qualities of an effective teacher leader are: firstly, the ability to communicate clearly and concisely with colleagues and students is essential for teacher leaders. They must carry their ideas, provide feedback, and listen actively. To promote collaboration and understanding. Secondly, that teacher leaders possess a deep understanding of teaching methodologies, curriculum development, and assessment methods. They can use this knowledge to effectively guide their peers in improving their instruction. Thirdly, collaborative and supportive nature is essential*

for teacher leaders. They support their colleagues, provide constructive feedback, and create a nurturing and inclusive learning environment.” Principal 2 replied. The female vice principal and the 30-39-year-old Department head 1 emphasize clarity and expertise in communication. There is also a shared sentiment on the importance of a deep understanding and expertise in teaching methodologies, curriculum, and assessments. Collaboration is equally significant; the male Principal 2 highlights fostering an inclusive environment, and a 40-49-year-old Department head 2 mentions mentorship and collaboration. The Vice Principal underscored organizational skills, while Department head 3 pinpointed time management. A growth mindset, resilience, understanding, workload sharing, and the ability to filter and disseminate information are also vital. Thus, effective teacher leadership necessitates a mix of interpersonal skills, profound educational insight, organizational skills, and a collaborative disposition.

Question Two: On a scale of 1-5, with one being "not important beings' Extremely important," how important do you believe teacher leadership is in driving school improvement?

Based on the responses of the participants, there is a unanimous agreement among the interviewees regarding the importance of teacher leadership in driving school improvement. All interviewees, irrespective of their positions and years of experience, rated the significance of teacher leadership as an "extremely important rating of 5 on a scale of 1 to 5. The male Principal 2, 50-59 years of age, elaborated further by emphasizing the role of teacher leaders in fostering professional development, promoting innovative teaching practices, and enhancing the overall educational experience within a school. This consensus underscores the pivotal role that teacher leaders play in advancing educational outcomes and fostering school improvement. Those in various leadership roles recognize the impact of empowered and engaged teacher leaders on the

broader educational ecosystem. *“I would rate teacher leadership as a five on a scale of importance for school improvement. Teacher leaders need to foster professional development, promote innovative teaching practices, and enhance the overall educational experience within a school.”* Principal 2 said.

Question Three: Have you witnessed any specific initiatives or projects by teacher leaders that positively impacted school improvement? If yes, please provide a brief description

The interview responses regarding Question three highlight the pivotal role of teacher leadership in spearheading impactful school improvement initiatives. The male Principal 2, 50-59 years old, highlighted a mentoring program that bolstered teacher retention and a tech initiative enhancing student engagement. The vice principal pointed to a student-led Model United Nations activity as a significant achievement. Math clubs focusing on mental math and data literacy, along with Professional Learning Communities, were cited by Department Heads as transformative. Additionally, a comprehensive range of teacher-led endeavors, from global sustainability lessons to Apple Distinguished School applications, were emphasized by Department head 3. Furthermore, Principal 1, 40-49 years old, commended a unique peer-supervision strategy. Collectively, these insights underscore the importance of teacher leaders as catalysts for progressive change in educational settings. *“Head teacher trained student council members to help teachers supervise students during recess, and they were happy and did a great job.”* Principal 1 clarified.

Question four: How do teacher leaders support professional development among their colleagues? Please share any specific strategies or practices you have observed or experienced.

Teacher leaders employ diverse methods to bolster colleagues' professional development, as discerned from the interview feedback. The male Principal 2 (50-59 years) advocates for workshops, peer observations, and personalized coaching, aiding teachers in refining skills and pedagogy. Surveys and on-ground observations, as highlighted by the female vice principal, inform session topics, often led by teachers themselves. Department head 1 (30-39 years) underscores weekly exchanges of best practices and teacher-led workshops emphasizing the importance of shared knowledge. Department head 2 (40-49 years) mentions mentoring, resource-sharing, and continuous feedback. The secondary female Department head 3 of the same age promotes scaffolded plans and harnesses unique skills within teams for collective growth. Meanwhile, Principal 1 (40-49 years) accentuates the value of peer lesson observations, fostering mutual learning. These strategies underscore teacher leaders' multifaceted and collaborative role in enhancing professional growth.

Question five: In what ways do teacher leaders contribute to shared decision-making processes within the school? How does their involvement influence the outcomes of decisions made?

Teacher leaders significantly influence shared decision-making in schools. The male Principal 2 (50-59 years) highlighted their role in representing colleagues, ensuring decisions align with the school's vision. A cascading feedback system described by the vice principal (female, 50-59 years) provides holistic decision-making by consulting all department viewpoints. While involvement levels differ, with Department head 1 (30-39 years) noting minimal teacher input, another department head (40-49 years) emphasized their critical roles in committees and consensus-building. According to another department head (female, 40-49 years), the value of teacher leaders' contributions is contingent on senior leadership's

responsiveness and external directives. Lastly, the female Principal 2 (40-49 years) noted that consistent engagement of teacher leaders in leadership discussions offers a rounded view on school matters, affecting final decisions. Recognizing and incorporating teacher leaders' experiences and insights ultimately leads to more prosperous, impactful school decisions. *“In some schools, teacher leaders' contributions to decision-making are highly valued. During different times at my current employment, I have seen firsthand how the value placed on teacher leaders' contributions can vary depending on the views of the senior leader receiving the contributions, the instructions given by Higher Management, and the time given to complete the task. An excellent senior leader will place a high value on the contributions shared by Teacher Leaders because they are on the front line with teachers every day. They are the ones who experience and hear about the experiences of other teachers.”* Department Head 3 said.

Question 6: How do you believe teacher leadership promotes a positive school culture and enhances collaboration among staff members? Please provide any examples or observations.

The male Principal 2 (50-59 years) underscores that teacher leaders, through active involvement in committees and curriculum development, set a benchmark of professionalism and dedication, fostering a culture of collective accountability and continuous growth. The vice principal (female, 50-59 years) emphasizes the importance of professional development and the sharing of best practices. Department head 1 (female, 30-39 years) cites a practical example where a teacher's workshop on questioning techniques for Mathematics spurred collaborative efforts post-workshop, with educators teaming up to implement and observe these strategies whereas Department head 2 (female, 40-49 years) points out the vital role of teacher leaders in establishing trust, facilitating open dialogue, sharing best practices, and promoting common

goals. *“You are building trust and relationships, encouraging open communication, modeling and sharing best practices, promoting shared vision and goals, and creating opportunities for reflection and feedback.”* Department Head 2 affirmed. Yet, Department head 3 (female, 40-49 years) emphasizes the pivotal role of teacher leaders as a bridge between senior management and frontline educators. They ensure a cohesive and positive school environment by prioritizing teachers' mental health, mitigating unnecessary workload, and promoting collaborative efforts through shared responsibilities and informal gatherings. Lastly, the female Principal 1 (40-49 years) believes that teacher leaders instill a sense of responsibility among educators, playing a preventive role in student conflicts and issues such as bullying. Thus, teacher leadership fosters a positive school atmosphere and catalyzes collaboration and shared responsibility, ensuring an enriching educational experience.

Question Seven: Have teacher leaders engaged with parents, community members, or external stakeholders to support school improvement efforts? If yes, please share any specific examples or approaches.

Interviewees varied engagement of teacher leaders with external stakeholders, including parents and community members, to bolster school improvement. While the male Principal 2 (50-59 years) emphasizes teacher leaders' roles in enhancing school-community relations through activities like parent-teacher conferences and community events, the vice principal (female, 50-59 years) mentions the structured involvement via the Parent Teacher Association. On the other hand, department head 1 (female, 30-39 years) notes a lack of direct contact with parents in her school system. Another department head (female, 40-49 years) shares diverse engagement strategies, from parent workshops to community outreach. At the same time, her counterpart in an Emirati school setting discusses the more complaint-driven, one-way

communication predominant in her context. The female Principal 1 (40-49 years) emphasizes teacher leaders' contributions to the Parent-Teacher Assembly, orchestrating events in tandem with parents. Despite the variations, the consensus underscores the profound impact of teacher leaders' collaboration with external stakeholders on the educational landscape.

Question Eight: What potential challenges or barriers may teacher leaders face when trying to drive school improvement? Please list at least three.

Interviewees pointed out potential obstacles that teacher leaders might encounter when striving for school improvement. Several common threads emerge from the interviewees' perspectives. One predominant challenge highlighted by many, including the male Principal 2 (50-59 years), the Department Head 1 (female, 30-39 years), and Department Head 2 (female, 40-49 years), is the resistance to change and new ideas from other staff members. This resistance often stems from a fixed mindset and poses a considerable barrier to implementing new strategies and practices. Another frequently cited challenge is the overload of responsibilities. Teacher leaders, while playing an active role in leadership, still maintain their teaching duties. This dual role can be overwhelming, leading to time constraints, as pointed out by the male Principal 2 (50-59 years), the vice principal (female, 50-59 years), and the Department head 1 (female, 30-39 years). This limited availability can subsequently impact their effectiveness in driving improvements. Resources and support also emerge as a critical concern. Several respondents, including two department heads (one female, 30-39 years, and another female, 40-49 years), highlight the lack of resources, particularly for professional development, as a stumbling block.

Additionally, teacher leaders might feel they lack the necessary authority to make significant changes or that their efforts aren't adequately recognized or rewarded, leading to

demotivation. The vice principal (female, 50-59 years) and the female principal 1 (40-49 years) touch upon institutional challenges, such as restrictive school policies and potential resistance from school management. This resistance might arise due to a lack of trust in teacher leaders, especially if they are perceived to lack management experience. The Department Head 3 (female, 40-49 years, with over 20 years of teaching experience) offers a unique perspective. It points out the transient nature of employment in the UAE as a significant barrier. When staff turnover is high, sustaining continuity in improvement plans becomes particularly challenging. Principal 1 listed the obstacles as follows: *“Lack of experience in management can be overcome with time and the support of the school management team, teachers will be overloaded and given other tasks besides teaching and lastly, they may face resistance from school management to change or suggestions from teachers for improvement.”*

Question Nine: What additional support or resources do you believe would be beneficial to teacher leaders in their efforts to promote school improvement? Please share any suggestions or ideas.

Interviewees presented the additional support or resources that could benefit teacher leaders in driving school improvement. The male Principal 2 (50-59 years) emphasizes tailored training, mentorship programs, dedicated time and compensation, clear career pathways, and feedback mechanisms. The vice principal (female, 50-59 years) underscores the importance of nurturing teacher well-being and aligning purpose and goals. Department heads advocate for external professional development, dedicated collaboration time, senior leadership support, and networking and coaching platforms. A highlighted point from one Department Head 3 (female, 40-49 years, with over 20 years of teaching experience) is the need for a long-term, standards-based school improvement plan and adequate time for staff to internalize and implement it.

“Teacher leaders would benefit from an overall school improvement plan that is put in place by senior leaders after discussions with all staff. Senior leaders are often given a time frame by higher management they don't feel they have enough time to go through the proper process to implement a school improvement plan. For a school improvement plan to work, it needs to be based on a set of internationally recognized standards that have been tried and tested. Those standards need resources or a learning platform that helps staff familiarize themselves. It needs to be in place for five or more years to give all members of staff time to get acquainted with it and to discuss it in informal ways. That's when real improvement happens.” Head of department 3 clarified. When a school staff has internalized an improvement plan, its objectives are often spoken about in casual conversations. Lastly, to work towards school improvement, staff need to have time. School improvement will not be a priority if teachers are overloaded and lack time to do their regular duties.

The female Principal 1 (40-49 years) points to the necessity of transparent data access, feedback mechanisms, and involvement in creating satisfaction surveys for teachers, parents, and students

4.5 Summary of Qualitative Results

The interviews with school leaders highlighted many facts. There are several vital qualities of an effective teacher leader such as communication skills with active listening. School leaders stressed on the importance of teacher leadership in driving school improvement. All interviewees rated the significance of teacher leadership as an "extremely important rating of 5 on a scale of 1 to 5. School leaders also highlighted the pivotal role of teacher leadership in spearheading impactful school improvement initiatives. Teacher leaders employ diverse methods to bolster colleagues' professional development. Teacher leaders are found to

significantly influence shared decision-making in schools. Interviewees varied engagement of teacher leaders with external stakeholders, including parents and community members, to bolster school improvement. The Interview Responses also pointed out potential obstacles that teacher leaders might encounter when striving for school improvement. School leaders affirmed the need for additional support or resources that could benefit teacher leaders in driving school improvement.

4.6 Triangulation of Qualitative and Quantitative data

Both data collected through the qualitative interview questions and the quantitative surveys shared with teachers and school leaders answered the research questions and supported the fact that teacher leadership has a positive impact on the school improvement. School leaders and teachers agreed upon the strategies that can promote teacher leadership such as professional development opportunities that enhance the collaboration among the teachers and help them share best practices that impact the quality of teaching and learning in the school and lead eventually to an overall school improvement. The results also highlighted the importance of involving teacher leaders in the decision- making process and have their voice heard. The results listed some of the obstacles for teacher leadership such as the lack of resources, time and high workloads.

4.7 Key Findings of the Study

4.7.1. Teachers' Perception About the Role of School Leaders in Empowering Teacher Leadership

- School leaders support and encourage teachers to share their ideas and opinions on important decisions related to teaching and learning
- School leaders recognize and celebrate the contributions of teacher leaders within the school community

4.7.2. Teachers' Perceptions of the Impact of Teacher Leadership on School Improvement

- The recognition and support of teacher leaders by school administrators positively impact school improvement efforts
- Teacher leadership plays a crucial role in driving school improvement
- Overall, teacher leadership significantly contributes to the improvement of schools

4.7.3. Strategies Applied by School Leaders for Promoting Teacher Leadership

- School leaders provide opportunities for teachers to collaborate and share their expertise
- School leaders offer professional development opportunities that focus on building leadership skills
- School leaders encourage teachers to take on leadership roles within their departments/grade levels

4.7.4. School Leaders' Perception About the Impact of Teacher Leadership in School

Improvement

- The involvement of teacher leaders improves instructional practices throughout the school

Teacher leadership leads to a positive and supportive school culture

Chapter 5: Conclusion

5.1 Overview of the Chapter

This chapter presents the summary of the study, the implications, the recommendations, the limitations of the study and the scope for future studies.

5.2 Summary of the Study

The researcher utilized a mixed- method research to answer the research questions. Both qualitative and quantitative data were collected by a closed -ended survey to teachers and school leaders and semi-structured interviews with school leaders. This study attempted to answer the following questions:

- How do teachers view the efforts of their school leaders in empowering teachers and promoting Teacher leadership?
- What strategies do school leaders apply to empower teachers and promote teacher leadership?
- What are the impacts of promoting teacher leadership on school improvement according to teachers?
- What impacts according to school leaders does promoting teacher leadership have on school improvement?

The interview questions are divided into three parts or domains that can help answer research questions. The first part is the demographics of the participants, the second domain includes strategies applied by school leaders to empower teachers and promote teacher

leadership. This domain was dominant in questions five, seven, and nine. By exploring the school leaders' responses to the three questions, many strategies can be utilized in promoting teacher leadership. With regards to teacher leaders and contribution to decision making that is one strategy of empowering teacher leaders, teacher leaders represent the perspectives and needs of their colleagues and ensure that decisions taken do align with the school's mission and goals. This can be accomplished by facilitating the communication and collaboration between teacher leaders and school leaders building consensus and influencing outcomes. School principals play a vital role in empowering teacher leadership through different actions specially in engaging teacher leaders in the school improvement efforts and plans (Pineda-Báez & Bauman 2020).

Teacher leaders can be engaged with parents, community members and external stakeholders to support school improvement efforts through many strategies or approaches. For example, conduction of teacher-parent conferences, and leading community events to enhance school-community relationship. Parent-teacher associations are very effective in empowering teachers and parents in school improvement efforts that leads eventually to better outcomes. Teacher leadership has an impact on organizational capacity of educational institution, and it exceeds the boundaries of school to reach the community (Reeves & Lowenhaupt 2016).

The interview with school leaders highlighted different additional resources that can be beneficial in empowering teachers for school improvement. Providing training and professional development tailored to teacher leaders to enhance their leadership skills and allocating time and compensation for teacher leader roles to acknowledge and reward their contributions and establishing mentorship programs for teacher leaders, where experienced leaders guide and support those in emerging leadership roles and implementing regular feedback mechanisms to gather input from both teacher leaders and their colleagues, ensuring their needs and

contributions are recognized and valued. The Access to data and assessment can be also beneficial for school improvement efforts as it provides insights to teacher leaders and school leaders to work collaboratively towards fulfilling school goals. School leaders and principal's leadership practices must be driven by the vision and goals of school rather than being driven by their positions and titles (Komives, Lucas & McMahon 2013). The third domain in the interview questions is Teacher leadership and school improvement. This domain was dominant in questions two, three, four, six, seven, eight, and nine. Teacher leaders have a vital role in initiating programs that positively impact school improvement according to school leaders. These initiatives may include mentoring program for new teachers that significantly reducing turnover rates and improving teacher retention. Teacher leader can also spearhead technology integration projects to enhance digital literacy and student engagement throughout the school. PLCs' (Professional Learning Communities) are very effective in sharing best practice among educators to enhance the school performance and student attainment. School leaders mentioned many initiatives led by lead teachers and have a great impact on school improvement like Global Goals initiatives, School-wide PD initiatives. Other initiatives aim to train students to perform better in student councils and were beneficial in improving schools as well. In general, teacher leaders' initiatives enhance Collaboration between teachers and positively impact school culture. Different styles of leadership like distributed leadership can enhance the relationships in school community with the focus on the shared goals and purpose that promote teacher leadership and help improve the learning process for school improvement (Gronn 2002). School principals listed many challenges and roadblocks that can hinder the efforts of promoting teacher leadership. The challenges or obstacles may include:

- Teacher resistance for changes or new initiatives

- Teacher leaders often have additional responsibilities on top of their teaching duties, which can be time-consuming.
- Teacher leaders may not receive the formal recognition or compensation they deserve for their efforts, which can be demotivating.
- School policies
- Lack of authority
- Cultural and contextual factors
- Lack of experience in management
- Lack of resources

5.3 Recommendations of the Study

Based on the findings of the research listed above, many recommendations can be adopted and implemented to promote teacher leadership to enhance school performance. It is highly recommended for school leadership to allocate resources and time to help empower teachers and let them reach their potential. It is also recommended that school leaders along with lead teachers set a school-wide plan for professional development which will help educators share their best practices specially concerning teaching and learning. Moreover, school leaders can support school initiatives that can foster the relationships among the teachers, school administrators and the community, this can be achieved by enhancing the role of teacher-parent associations and foster the role of school committees. Creating school policies that can promote teacher leadership is highly recommended as policies can be more efficient in sitting roles and expectations. Based on the feedback of School Leaders interviews, professional development opportunities and training sessions must focus on building effective communications skills and

time and resources management that can enhance the leadership abilities of teachers and help teachers collaborate together and create a positive school community. Teaching and learning is at the heart of teaching profession, teachers have a lot to share with their colleagues, every teacher has his/ her own talent. Sharing pedagogies and classroom strategies will enhance the teaching and learning.

5.4 Implication of the Study

The study has many implications for school leaders, educators and policy makers. The study focuses on the importance of empowering teachers and utilizing the expertise and knowledge to improve teaching and learning practices that can lead to enhancing student attainment. The study affirmed that distributed leadership plays an important role in empowering teachers through involving them in decision – making in school community. Another implication of the study is the vital role of professional development opportunities in the school on empowering teachers and improving their leadership skills. School leaders can also benefit from the implications of the study in developing their school policies, specially policies related to allocating resources and providing the support needed to empower teachers.

5.5 Limitations of the Study

The limitations of the study can include the limited number of schools participating in the survey (two schools) and the limited number of participants, 128 teachers responded to Teacher Survey and 21 school leaders responded to School Leaders Survey. Both limited number of participants and schools participating make the generalization of the findings of the study not possible. The randomness of the samples can also limit the findings of the study, this

might affect the authenticity of the data collected (quantitative and qualitative data). Another limitation is that the study was conducted in Sharjah only and that the study did not include other emirates. The last possible limitation is the bias, the researcher is a lead teacher in the emirates of Ajman, which may cause a possible unintentional bias in writing the research findings but not in collecting or analyzing the data.

5.5 Scope for Further Study

The recommendations for future studies are to conduct the research in many schools in UAE including more emirates to be able to generalize the results of the research and have a larger sample size. Increasing the sample size will help get more reliable data related to strategies to empower teachers and promote teacher leadership for school improvement. Another recommendation is to conduct the research over a longer period of time so the data can be collected over a period of an academic year so the research can include data from inspection bodies that reflect on school performance.

5.6 Concluding Note

In conclusion, this study explored the vital role of teacher leadership in school improvement. The findings clearly demonstrate the pivotal role of teacher leadership in driving positive change in school improvement and enhancing the performance of the school. Empowering teachers and promoting teacher leadership to take on leadership will foster collaboration between teachers and improve student attainment. Firstly, teacher leaders initiate changes in schools utilizing their expertise in classroom dynamics that help them identify areas for improvement, develop innovative teaching strategies, and facilitate professional learning

opportunities for their colleagues. Collaboration among teachers can enhance the quality of teaching and learning and promote a strong sense of purpose among the school community. Secondly, teacher leaders act as a bridge between school administrators representing the voice of their colleagues and communicating the needs of teachers, and contribute to decision-making processes regarding issues related to teaching and learning. Moreover, teacher leaders are mentors and role models for other teachers. Lead teachers motivate their colleagues to enhance their practices and promote a culture of ongoing professional development that will impact student achievement and be reflected in school improvement. In conclusion, teacher leadership has a great potential for school improvement. By sharing talent and expertise among the school community, school leadership can foster a culture of collaboration, innovation, and continuous improvement which in turn will create a positive and effective environment in the school.

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Appendices

Appendix A

Survey Questions

Survey Questions

Dear Educators,

My name is Asma Hamdan, I am a post graduate studying Master of Education (Educational Leadership, management and policy) at the British University in Dubai. I am currently conducting my dissertation research under the supervision of Dr. David Solomon (Solomon.david@buid.ac.ae).

I kindly invite you to participate in this research study entitled:

“The impact of teacher leadership and Teacher effectiveness on school improvement: exploring the experiences and views of school leaders and teachers in private schools in Sharjah.”

The purpose of the study:

Is to explore school leaders' and teacher's opinions and views of the impact of teacher leadership and effectiveness on school improvement. Earlier studies did not explore the effect of promoting teacher leadership on school improvement.

Informed Consent:

Kindly note that by completing this survey, you voluntarily provide consent to participate in the study. Your participation is entirely voluntary, and it is anticipated that the questionnaire will take maximum 10 minutes to complete. There are no known risks associated with participating in this research. All personal information, including your name, workplace, age, and years of experience, will be treated confidentially and anonymously. No third parties will have access to this information. After completion of the study, all data will be erased, and no reference will be made to your name, workplace, or any other identifiable

Thank you for taking part of this survey

If you would like to receive more information about the study, please send an email to 21002999@student.buid.ac.ae

If you are a member of the School leadership team, please click on the link:

- If you are a teacher, please click on the link:

Part 1: School Leaders Questionnaire

The first part of the survey is designed for school leaders to assess the strategies they apply to promote teacher leadership.

Section 1: Demographics

1. Please indicate your role: a) Principal b) Vice principal c) Department Head d) Curriculum Coordinator e) other (please specify)
2. How many years have you been in a leadership position at your school? a) Less than 1-year b) 1-3 years c) 4-6 years d) 7-10 years e) More than 10 years
3. What is your gender? a) male b) female
4. What is your age? a) less than or equal to 29 b) 30-39 c) 40-49 d) 50-59 e) older than 60
5. What is your education level?
a) Bachelor b) master c) PhD
6. Your teaching experience in years: a) less than 5 b) 6-10 c) 11-15 d) 16-20 e) more than or equal to 20
7. Years of experience in your current school
a) 1-5 b) 6-10 c) 11-15 d) 16-20 e) more than 20
8. What is your highest academic level?
a) Bachelor
b) Masters
c) PhD
d) Other
9. What grade level(s) you teach?
a) Nursery
b) Elementary

c) Middle school					
d) Secondary					
Section 2: Strategies applied by School Leaders for promoting Teacher Leadership					
As a school leader, please indicate to what level you agree with the following statements about strategies that can be applied to promote teacher leadership.					
I encourage teachers to take on leadership roles within their departments/grade levels	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I provide opportunities for teachers to collaborate and share their expertise	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I allocate resources (monetary, teaching materials, technology, etc.) to support teacher learning and professional development	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I foster a culture of trust and open communication, allowing teachers to voice their ideas and perspectives	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I involve teachers in decision-making processes that impact their teaching practice and school improvement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I recognize and celebrate the accomplishments and contributions of teacher leaders in our school	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I provide opportunities for teachers to lead professional development sessions or present their work to colleagues	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I support and empower teachers to take risks and innovate in their teaching practices	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

I offer professional development opportunities that focus on building leadership skills.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I create mentoring and coaching programs in the school, this may include opportunities for teachers to shadow administrators.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I establish professional learning opportunities that allow teachers to share best practices, discuss instructional strategies and collaborate on curriculum development which contributes greatly to school improvement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Overall, how effective do you believe your strategies for promoting teacher leadership are in your school?	Very effective	Effective	Not effective		

Section 3: School leaders' perception about the impact of teacher leadership in school improvement Please indicate to what level you agree with the following statements:					
Teacher leadership plays a crucial role in driving school improvement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The involvement of teacher leaders improves instructional practices throughout the school	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leaders effectively collaborate with other educators to implement school improvement initiatives	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leaders inspire and motivate other teachers to strive for excellence	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership leads to a positive and supportive school culture	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Teacher leaders act as a bridge between the administration and teaching staff, effectively communicating the needs of their colleagues	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The presence of teacher leaders facilitates professional development opportunities and growth of all staff members	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leaders are instrumental in implementing and monitoring school improvement plans	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The recognition and support of teacher leaders by school administrators positively impacts school improvement efforts	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership positively impacts student achievement and academic performance	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership fosters a collaborative and supportive school culture among the staff	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership promotes innovation and creativity in teaching practices	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership improves the overall effectiveness of instructional practices in the school	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership strengthens the connection between classroom instruction and student outcomes	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership increases teacher satisfaction and engagement in their work	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership positively impacts parental involvement and community engagement in the school	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Overall, teacher leadership significantly contributes to the improvement of schools.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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Part 2: Questionnaire for teachers					
Section 1: Teachers' perception about the role of School Leaders in empowering Teacher Leadership As a teacher, please indicate to what level you agree with the following statements about the role of school leaders in empowering teacher leadership.					
School leaders provide opportunities for teachers to take on leadership roles within the school	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
School leaders support and encourage teachers to share their ideas and opinions on important decisions related to teaching and learning	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
School leaders provide professional development opportunities that help teachers develop leadership skills	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
School leaders communicate a shared vision for teacher leadership and involve teachers in its development	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
School leaders allocate resources and time for teachers to pursue leadership opportunities	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
School leaders recognize and celebrate the contributions of teacher leaders within the school community	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
School leaders provide feedback and support to help teacher leaders grow and succeed in their roles	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
School leaders promote collaboration among teachers by creating	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

opportunities for them to work together on projects and initiatives					
School leaders actively seek input and ideas from teacher leaders when making decisions that impact the school community	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
School leaders provide a supportive and inclusive environment that encourages all teachers to explore and develop their leadership potential	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Section 2: Teachers' perception about the impact of teacher leadership in school improvement Please indicate to what level you agree with the following statements:					
Teacher leadership plays a crucial role in driving school improvement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The involvement of teacher leaders improves instructional practices throughout the school	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leaders effectively collaborate with other educators to implement school improvement initiatives	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leaders inspire and motivate other teachers to strive for excellence	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership leads to a positive and supportive school culture	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leaders effectively communicate and advocate for the needs of their colleagues	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The presence of teacher leaders facilitates professional development opportunities and growth of all staff members	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Teacher leaders are instrumental in implementing and monitoring school improvement plans	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The recognition and support of teacher leaders by school administrators positively impacts school improvement efforts	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership positively impacts student achievement and academic performance	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership fosters a collaborative and supportive school culture among the staff	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership promotes innovation and creativity in teaching practices	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership improves the overall effectiveness of instructional practices in the school	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership strengthens the connection between classroom instruction and student outcomes	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership increases teacher satisfaction and engagement in their work	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Teacher leadership positively impacts parental involvement and community engagement in the school	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Overall, teacher leadership significantly contributes to the improvement of schools.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Interview with School Principals

Section 1: Demographics

1. Please indicate your role: a) Principal b) Vice principal c) Department Head d) Curriculum Coordinator e) other (please specify)
2. How many years have you been in a leadership position at your school? a) Less than 1-year b) 1-3 years c) 4-6 years d) 7-10 years e) More than 10 years
3. What is your gender? a) male b) female
4. What is your age? a) less than or equal to 29 b) 30-39 c) 40-49 d) 50-59 e) older than 60
5. Your teaching experience in years: a) less than 5 b) 6-10 c) 11-15 d) 16-20 e) more than or equal to 20
6. Years of experience in your current school
b) 1-5 b) 6-10 c) 11-15 d) 16-20 e) more than 20

Informed Consent:

Kindly note that by accepting the invitation of this interview, you voluntarily provide consent to participate in the study. Your participation is entirely voluntary. There are no known risks associated with participating in this research. All personal information, including your name, workplace, age, and years of experience, will be treated confidentially and anonymously. No third parties will have access to this information. After completion of the study, all data will be erased, and no reference will be made to your name, workplace, or any other identifiable

Thank you for taking part of this survey

Section 2: Interview Questions:

8. In your opinion, what are the key qualities or characteristics of an effective teacher leader? Please list at least three
9. On a scale of 1-5, with 1 being “not important” and 5 being ‘Extremely important’, how important do you believe teacher leadership is in driving school improvement?
10. Have you witnessed any specific initiatives or projects led by teacher leaders that positively impacted school improvement? If yes, please provide a brief description
11. How do teacher leaders support professional development among their colleagues?
Please share any specific strategies or practices you have observed or experienced
12. In what ways do teacher leaders contribute to shared decision-making processes within the school? How does their involvement influence the outcomes of decisions made?
13. How do you believe teacher leadership promotes a positive school culture and enhances collaboration among staff members? Please provide any examples or observations
14. Have you observed teacher leaders engaging with parents, community members, or external stakeholders to support school improvement efforts? If yes, please share any specific examples or approaches.
15. What are some potential challenges or barriers that teacher leaders may face when trying to drive school improvement? Please list at least three.
16. What additional support or resources do you believe would be beneficial to teacher leaders in their efforts to promote school improvement? Please share any suggestions or ideas.

Samples of interview scripts

Interview with the School Leadership team

Section 1: Demographics

7. Please indicate your role: a) **Principal** b) Vice principal c) Department Head d) Curriculum Coordinator e) other (please specify)
8. How many years have you been in a leadership position at your school? a) Less than 1 year b) 1-3 years c) **4-6 years** d) 7-10 years e) More than 10 years
9. What is your gender? a) **male** b) female
10. What is your age? a) less than or equal to 29 b) 30-39 c) 40-49 **d) 50-59** e) older than 60
11. Your teaching experience in years: a) less than 5 b) 6-10 c) 11-15 d) 16-20 e) **more than or equal to 20**
12. Years of experience in your current school
c) 1-5 **b) 6-10** c) 11-15 d) 16-20 e) more than 20
13. What is your highest educational qualification?
a) Bachelor
b) Masters
c) PhD

Informed Consent:

Kindly note that by accepting the invitation of this interview, you voluntarily provide consent to participate in the study. Your participation is entirely voluntary. There are no known risks associated with participating in this research. All personal information, including your name,

workplace, age, and years of experience, will be treated confidentially and anonymously. No third parties will have access to this information. After completion of the study, all data will be erased, and no reference will be made to your name, workplace, or any other identifiable

Thank you for taking part of this survey

Section 2: Interview Questions:

1. In your opinion, what are the key qualities or characteristics of an effective teacher leader? Please list at least three

- The ability to communicate clearly and concisely with colleagues and students is essential for an effective teacher leader. To promote collaboration and understanding, they must carry their ideas, provide feedback, and listen actively.
- It is imperative that teacher leaders possess a deep understanding of teaching methodologies, curriculum development, and assessment methods. They can use this knowledge to effectively guide their peers in improving their instruction.
- A collaborative and supportive nature is essential for teacher leaders. Their role is to support their colleagues, provide constructive feedback, and create a nurturing and inclusive learning environment.

2. On a scale of 1-5, with 1 being “not important” and 5 being ‘Extremely important’, how important do you believe teacher leadership is in driving school improvement?

I would rate teacher leadership as a 5 on a scale of importance for school improvement.

It is important for teacher leaders to foster professional development, promote innovative teaching practices, and enhance the overall educational experience within a school.

3. Have you witnessed any specific initiatives or projects led by teacher leaders that positively impacted school improvement? If yes, please provide a brief description

Yes, I have witnessed several initiatives led by teacher leaders that have positively impacted school improvement. For example, one of our teacher leaders initiated a mentoring program for new teachers, which significantly reduced turnover rates and improved teacher retention.

Another teacher leader spearheaded a technology integration project, enhancing digital literacy and student engagement throughout the school.

4. How do teacher leaders support professional development among their colleagues? Please share any specific strategies or practices you have observed or experienced

Teacher leaders provide professional development among their colleagues including conducting workshops, peer-to-peer observation, and delivering one-on-one coaching and mentoring. Such activities can help teachers improve their skills, change to new teaching methods, and continuously advance their pedagogy.

5. In what ways do teacher leaders contribute to shared decision-making processes within the school? How does their involvement influence the outcomes of decisions made?

They contribute to shared decision-making processes by representing the perspectives and needs of their colleagues. They facilitate dialogue and ensure that decisions align with the school's mission and goals.

6. How do you believe teacher leadership promotes a positive school culture and enhances collaboration among staff members? Please provide any examples or observations

Teacher leadership promotes a positive school culture and enhances collaboration by setting a model of professionalism and dedication. Their participation in committees, problem-solving teams, curriculum development, and promotes a sense of shared responsibility and a culture of continuous improvement.

7. Have you observed teacher leaders engaging with parents, community members, or external stakeholders to support school improvement efforts? If yes, please share any specific examples or approaches.

Yes, teacher leaders engage with parents, community members, and external stakeholders to support school improvement. They could conduct parent-teacher conferences and lead community events to enhance school-community relations. This involvement positively impacts the school's reputation and resources.

8. What are some potential challenges or barriers that teacher leaders may face when trying to drive school improvement? Please list at least three.

- Some teachers may be resistant to new ideas or practices, making it challenging for teacher leaders to implement improvements.
- Teacher leaders often have additional responsibilities on top of their teaching duties, which can be time-consuming.
- Teacher leaders may not receive the formal recognition or compensation they deserve for their efforts, which can be demotivating

9. What additional support or resources do you believe would be beneficial to teacher leaders in their efforts to promote school improvement? Please share any suggestions or ideas.

To support teacher leaders in their efforts to promote school improvement, additional resources and support can include:

- Providing training and professional development specifically tailored to teacher leaders to enhance their leadership skills.
- Allocating time and compensation for teacher leader roles to acknowledge and reward their contributions.
- Establishing mentorship programs for teacher leaders, where experienced leaders guide and support those in emerging leadership roles.
- Creating clear career advancement pathways for teacher leaders, allowing them to grow within the educational system.
- Implementing regular feedback mechanisms to gather input from both teacher leaders and their colleagues, ensuring their needs and contributions are recognized and valued

Interview with School Leadership team

Section 1: Demographics

10. Please indicate your role: a) Principal b) Vice principal c) Department Head d)

Curriculum Coordinator e) other (please specify)

11. How many years have you been in a leadership position at your school? a) Less than 1-

year b) 1-3 years c) 4-6 years d) 7-10 years e) More than 10 years

12. What is your gender? a) male b) female

13. What is your age? a) less than or equal to 29 b) 30-39 c) 40-49 d) 50-59 e) older than 60

14. Your teaching experience in years: a) less than 5 b) 6-10 c) 11-15 d) 16-20 e) more than or equal to 20

15. Years of experience in your current school

d) 1-5 b) 6-10 c) 11-15 d) 16-20 e) more than 20

16. What is your highest educational qualification?

d) Bachelor

e) Masters

f) PhD

Informed Consent:

Kindly note that by accepting the invitation of this interview, you voluntarily provide consent to participate in the study. Your participation is entirely voluntary. There are no known risks associated with participating in this research. All personal information, including your name, workplace, age, and years of experience, will be treated confidentially and anonymously. No third parties will have access to this information. After completion of the study, all data will be erased, and no reference will be made to your name, workplace, or any other identifiable

Thank you for taking part of this survey

Section 2: Interview Questions:

1. In your opinion, what are the key qualities or characteristics of an effective teacher leader? Please list at least three
 - Good Organizational skills

- Clarity of instructions
 - Good Communication skills
2. On a scale of 1-5, with 1 being “not important” and 5 being ‘Extremely important’, how important do you believe teacher leadership is in driving school improvement?

5, extremely important
 3. Have you witnessed any specific initiatives or projects led by teacher leaders that positively impacted school improvement? If yes, please provide a brief description

Yes. Last year one of the middle - leader led MUN activity and she assigned students to train each other, and it was a successful story as it was one of the student achievements that is considered part of school improvement.
 4. How do teacher leaders support professional development among their colleagues?

Please share any specific strategies or practices you have observed or experienced

In our school we send a survey to teachers to share with us their professional development needs and we utilize the data collected by teacher’s leaders through the drop- in and walk-through visits

To suggest the topics of the PD required as long as teachers conducting PD sessions to their colleagues.

5. In what ways do teacher leaders contribute to shared decision-making processes within the school? How does their involvement influence the outcomes of decisions made?

In decision-making process in our school, we consult the senior leadership in the school, each of the SLT members will get the feedback of their teams and share it so we get the input from all departments.

6. How do you believe teacher leadership promotes a positive school culture and enhances collaboration among staff members? Please provide any examples or observations

Professional development opportunities, sharing best practices.

7. Have you observed teacher leaders engaging with parents, community members, or external stakeholders to support school improvement efforts? If yes, please share any specific examples or approaches.

Yes, there is partnership with our parents, example: parent teacher association help in engaging parents.

8. What are some potential challenges or barriers that teacher leaders may face when trying to drive school improvement? Please list at least three.

Sometimes school policies can hinder lead teachers from driving school improvement, load of lead teachers, time, lack of interest.

9. What additional support or resources do you believe would be beneficial to teacher leaders in their efforts to promote school improvement? Please share any suggestions or ideas.

Added to Nurturing their well-being. Nurturing the purpose and goals so we can flourish and achieve school improvement.

Interview with School Leadership team

Section 1: Demographics

1. Please indicate your role: a) Principal b) Vice principal c) Department Head d) Curriculum Coordinator e) other (please specify)
 - Department Head
2. How many years have you been in a leadership position at your school? a) Less than 1-year b) 1-3 years c) 4-6 years d) 7-10 years e) More than 10 years
 - 7-10 years
3. What is your gender? a) male b) female
 - Female
4. What is your age? a) less than or equal to 29 b) 30-39 c) 40-49 d) 50-59 e) older than 60
 - 30-39
5. Your teaching experience in years: a) less than 5 b) 6-10 c) 11-15 d) 16-20 e) more than or equal to 20
 - 11-15
6. Years of experience in your current school
e) 1-5 b) 6-10 c) 11-15 d) 16-20 e) more than 20
 - 11-15
7. What is your highest educational qualification?
g) Bachelor
h) Masters
i) PhD

Informed Consent:

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Thank you for taking part of this survey

Section 2: Interview Questions:

1. In your opinion, what are the key qualities or characteristics of an effective teacher leader? Please list at least three
 - Expertise in instructional leadership skills
 - Expertise in communication skills
 - Having Strong background knowledge
 - Cultivating Growth Mindset
2. On a scale of 1-5, with 1 being “not important” and 5 being ‘Extremely important’, how important do you believe teacher leadership is in driving school improvement? 5
3. Have you witnessed any specific initiatives or projects led by teacher leaders that positively impacted school improvement? If yes, please provide a brief description
One of the teacher initiatives in my department is Leading the math club with a clear agenda: Enhance the mental math for elementary and middle school and promote data

literacy to middle and high school. This initiative definitely has a great impact on students' outcomes and thus on school improvement.

4. How do teacher leaders support professional development among their colleagues?

Please share any specific strategies or practices you have observed or experienced.

Sharing best practices is one of the main points of every week's departmental meeting agenda. In addition to that, workshops facilitated by teachers is also a practice that has a great impact on teachers and school leaders.

5. In what ways do teacher leaders contribute to shared decision-making processes within the school? How does their involvement influence the outcomes of decisions made?

In our school system, the teachers do not contribute to shared decision-making processes

6. How do you believe teacher leadership promotes a positive school culture and enhances collaboration among staff members? Please provide any examples or observations

Teacher leadership plays an essential role in promoting a positive school culture and enhancing collaboration among staff members. A teacher organizes a workshop on questioning techniques and strategies to elevate Mathematics in the classroom. Teachers attend the workshop and after the workshop, they collaborate on implementing the strategies and techniques in their classrooms. Moreover, teachers observe the best classes where the questioning techniques are effectively implemented

7. Have you observed teacher leaders engaging with parents, community members, or external stakeholders to support school improvement efforts? If yes, please share any specific examples or approaches.

In our school system, teachers do not have any direct contact with parents.

8. What are some potential challenges or barriers that teacher leaders may face when trying to drive school improvement? Please list at least three.
- Lack of time
 - Lack of resources for professional development and implementation
 - Fixed Mindset and resistance to change
9. What additional support or resources do you believe would be beneficial to teacher leaders in their efforts to promote school improvement? Please share any suggestions or ideas.
- External professional development opportunities and courses on instructional leadership
 - Time allocation for collaboration, planning and meetings
 - More support from the senior leadership team

Interview with School Leadership team

Section 1: Demographics

10. Please indicate your role: a) Principal b) Vice principal c) Department Head d) Curriculum Coordinator e) other (please specify)
11. How many years have you been in a leadership position at your school? a) Less than 1-year b) 1-3 years c) 4-6 years d) 7-10 years e) More than 10 years
12. What is your gender? a) male b) female
13. What is your age? a) less than or equal to 29 b) 30-39 c) 40-49 d) 50-59 e) older than

60

14. Your teaching experience in years: a) less than 5 b) 6-10 c) 11-15 d) 16-20 e) more than or equal to 20

15. Years of experience in your current school

f) 1-5 b) 6-10 c) 11-15 d) 16-20 e) more than 20

16. What is your highest educational qualification?

j) Bachelor

k) Masters

l) PhD

Informed Consent:

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Thank you for taking part of this survey

Section 2: Interview Questions:

1. In your opinion, what are the key qualities or characteristics of an effective teacher leader? Please list at least three

Mentorship and support

Strong instructional skills

Collaborative mindset

2. On a scale of 1-5, with 1 being “not important” and 5 being ‘Extremely important’, how important do you believe teacher leadership is in driving school improvement?

5, extremely important

3. Have you witnessed any specific initiatives or projects led by teacher leaders that positively impacted school improvement? If yes, please provide a brief description

Yes, I have witnessed many initiatives, PLCs for example.

Professional learning communities (PLCs) : teacher leaders can either lead or participate PLCs which enable teachers to engage and collaborate together and share best practices, they may share student achievement data and reflect on it.

4. How do teacher leaders support professional development among their colleagues?

Please share any specific strategies or practices you have observed or experienced

Strategies may include:

1. Mentoring and coaching other educators
2. Collaborative planning and sharing of resources
3. Facilitating professional development sessions
4. Creating and sharing resources
5. In what ways do teacher leaders contribute to shared decision-making processes within the school? How does their involvement influence the outcomes of decisions made?

By representing teachers’ perspectives, being a committee member or a member in leadership team, facilitating communication and collaboration, building consensus and influencing outcomes

6. How do you believe teacher leadership promotes a positive school culture and enhances collaboration among staff members? Please provide any examples or observations

By building trust and relationships, encouraging open communication, modeling and sharing best practices, promoting shared vision and goals, creating opportunities for reflection and feedback.

7. Have you observed teacher leaders engaging with parents, community members, or external stakeholders to support school improvement efforts? If yes, please share any specific examples or approaches.

Yes, parent involvement and workshop, community partnership, parent teacher organization, parent communication platforms, community outreach event, collaborative decision- making, seeking external expertise, engaging in community service activities.

8. What are some potential challenges or barriers that teacher leaders may face when trying to drive school improvement? Please list at least three.

Challenges may include:

- Resistance to change
- Limited time and resources
- Lack of authority
- Cultural and contextual factors
- Lack of recognition and support

9. What additional support or resources do you believe would be beneficial to teacher leaders in their efforts to promote school improvement? Please share any suggestions or ideas.

- Dedicated time and resources
- Collaboration platforms and networking opportunities
- Leadership training and coaching
- Access to data and assessment
- Professional development opportunities

Appendix B

Consent forms for School Principals

Third party consent form

Name of organisation [REDACTED]

Address [REDACTED]

Telephone [REDACTED]

Email [REDACTED]

By signing this consent form, I understand that Asma Hamdan (the researcher) is a ☐ candidate for a postgraduate degree, or ☐ a faculty member of The British University in Dubai (BUiD). I understand that the researcher is conducting a study titled 'The impact of teacher leadership and Teacher effectiveness on school improvement: exploring the experiences and views of school leaders and teachers in private schools in Sharjah'.

The purpose of this research is to: explore school leaders' and teacher's opinions and views of the impact of teacher leadership and effectiveness on school improvement.

I understand the findings of this research study are solely the responsibility of the researcher. It is understood that any and all information/data the researcher collects from contacts within and/or about our organisation outside the research protocol will not be part of the research findings. I understand the researcher may publish findings following completion of this study. Any information published will be limited to the findings of the research. No research participants will participate in this study without the knowledge and approval of this organisation and BUiD's Research Ethics Committee.

- ☐ I grant the researcher permission to contact members of the organisation for the purpose of requesting their participation in the study as required by the research proposal.
- ☐ I grant the researcher permission to use organisational premises as necessary to conduct the research.
- ☐ I grant the researcher permission to collect, use, and store organisational documentation related to the project. I understand that in granting permission to access organisational documentation, the researcher will store copies outside of the organisation in a secure manner as approved by BUiD's Research Ethics Committee.
- ☐ The researcher will maintain all documentation and findings regarding this organisation in confidence and confine its use to this research study.
- ☐ On behalf of the organisation, I request a final copy of this research report.

[REDACTED]
 Organisation representative and signature
 Print name and title
 Organisation

5-10-23

Date

Name of Director of Studies:
 Contact information

Third party consent form



By signing this consent form, I understand that Asma Hamdan (the researcher) is a ☒ candidate for a postgraduate degree, or ☐ a faculty member of The British University in Dubai (BUID). I understand that the researcher is conducting a study titled 'The impact of teacher leadership and Teacher effectiveness on school improvement: exploring the experiences and views of school leaders and teachers in private schools in Sharjah'.

The purpose of this research is to: explore school leaders' and teacher's opinions and views of the impact of teacher leadership and effectiveness on school improvement.

I understand the findings of this research study are solely the responsibility of the researcher. It is understood that any and all information/data the researcher collects from contacts within and/or about our organisation outside the research protocol will not be part of the research findings. I understand the researcher may publish findings following completion of this study. Any information published will be limited to the findings of the research. No research participants will participate in this study without the knowledge and approval of this organisation and BUID's Research Ethics Committee.

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- ☒ I grant the researcher permission to collect, use, and store organisational documentation related to the project. I understand that in granting permission to access organisational documentation, the researcher will store copies outside of the organisation in a secure manner as approved by BUID's Research Ethics Committee.
- ☒ The researcher will maintain all documentation and findings regarding this organisation in confidence and confine its use to this research study.
- ☒ On behalf of the organisation, I request a final copy of this research report.


Organisation representative and signature
Hassan Sabbah - Principal
SAMA American Private School

10/10/2023

Date

Name of Director of Studies:
Contact information