TEACHER LEADERSHIP AND SCHOOL EFFECTIVENESS IN THE PRIMARY SCHOOLS OF MALDIVES

MALDİVLER TEMEL EĞİTİM OKULLARINDA ÖĞRETMEN LİDERLİĞİ VE OKUL ETKİLİLİĞİ

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ABSTRACT: The aim of this research is to study the impact of teacher leadership on the school effectiveness. A total of 181 teachers from six primary schools in Male (the capital island of Maldives) were chosen as respondents for this study. A quantitative survey method using questionnaire to obtain the data is employed. The findings showed there is a significant relationship between each dimension of teacher leadership and school effectiveness. Multiple regression analysis showed that among the seven dimensions of teacher leadership, autonomy dimension contributes 47.1% to school effectiveness and become the most significant predictor. However, the other two dimensions include positive environment dimension which contribute 6.5% while open communication dimension contribute 2.9% to school effectiveness. The overall findings indicated that there is 56.5% impact of teacher leadership on school effectiveness. This study indicates the importance of studying teacher leadership on school effectiveness as the information collected would help teachers, principals and the education ministry to plan, implement, access and maintain high level of teacher leadership which in turn to promote higher level of school effectiveness.

Keywords: teacher leadership, school effectiveness, Maldives primary schools

ÖZET: Bu çalışmanın amacı öğretmen liderliğinin okul etkiliği üzerindeki etkilerini incelemektir. Araştırmanın örneklemini Male'de (Maldivlerin Başkenti) yer alan altı ilköğretim okulundan seçilen 181 öğretmen oluşturmuştur. Veri toplama aracı olarak araştırmacılar tarafından geliştirilen bir bilgi toplama aracı kullanılmıştır. Okul etkiliği ile öğretmen liderliğinin her boyutu için anlamlı bir ilişki olduğunu daha önceki araştırma bulguları ortaya koymuştur. Verilerin çoklu regresyon analizi ile ilcelenmesi sonucu öğretmen liderliğini belirleyen yedi boyuttan otonomi boyutunun okul etkiliğinn % 47.1'lik kısmını açıklayan birinci yordayıcı olduğu belirlenmiştir. Buna karşın, olumlu çevre boyutu, % 6,5lik, açık iletişim boyutu da % 2,9'luk bir katkı yaptıkları belirlenmiştir. Bu çalışma ile öğretmen liderliğinin okul başarısının % 56,5'lik kısmını açıkladığını belirlenmiştir. Elde edilen bulguların, öğretmenlere, okul yöneticilerine ve eğitim bakanlığı'na okul etkiliğini artırmada öğretmen liderliği özelliklerini geliştirme konusunda nasıl çalışabilecekleri konusunda katkı getirdiği düşünülmektedir.

Anahtar Kelimeler: Öğretmen liderliği, okul etkiliği, Maldivlerde İlk Öğretim

1. INTRODUCTION

This article addresses the importance of teacher leadership in classroom management. Grangeat, Gray & France (2008) addresses teaching as collective work. They argue that teachers' work involves collective processes which underpin both their professional development as individuals and their potential efficiency as team members, although teachers may have some autonomy in choosing methods and procedures. According to Katzenmeyer and Moller (2001) teachers with leadership qualities have made a difference in teaching and learning in many schools. The high expectation on students' performance on standardized tests creates a demand on school leadership Fullan (in Hook, 2006). A steady demand to fill staff positions, preserve quality teachers, lower dropout rates among students, and make the school a safe place adds to the demand for school leaders. In fact, Little (in Hook, 2006) stated that it is increasingly implausible that we could improve the

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performance of schools, attract and retain talented teachers, or make sensible demands upon administrators without promoting leadership in teaching by teachers.

It is common in Asian countries that they plan education reforms and put them into practice. In China, Korea, Vietnam, Japan and other nations on the Pacific Rim, several measures for innovating school education and renewing teaching qualifications are needed. In addition, in almost all of the countries in the regions, teachers' professional responsibilities are put under stringent public scrutiny (Suzuki, 2008). Furthermore, Suzuki (1998) has suggested a theorem for teachers to develop their own teaching formula which may fit the teaching roles within respective socio-cultural circumstances in the Asian, or East Asian countries, as follows: Teachers teach (i) children all that is productive in thinking; (ii) all that is essential for children to sustain their life; (iii) children how to identify for themselves a vocational career and sexual maturity; (iv) children how to live historically in their specific local communities, in their societies and in the wider world.

Hence according to York-Barr and Duke (2005), the teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. According to Mortimore (1998), the result of studies on school effectiveness, to a certain extent, depends on the choice of measures of educational outcomes or students' achievements. Based on the two statements above, it can be noticed that teacher leadership can improve student achievement which is considered to be an indicator of school effectiveness by Mortimore (1998). Therefore this research explores the impact of teacher leadership on school effectiveness in selected primary schools in Maldives.

1.1 Background of the Study

For this study, the researchers used the model of teacher leadership dimensions by Katzenmeyer and Moller (2001). This model has seven dimensions. The seven dimensions of teacher leadership are developmental focus, recognition, autonomy, collegiality, participation, open communication, and positive environment.

Developmental focus dimension means teachers are engaged in learning new knowledge and skills and are encouraged to help the learning of others. Teacher are provided with assistance, guidance or coaching. In classroom, teachers involve in sharing new ideas and strategies. Within the school many strategies are used to help faculty and staff gain new knowledge and skills. Professional development, professional reading, and study groups are typical activities. Administrators actively support learning opportunities for faculty and staff.

Recognition dimension means the ideas and opinions of teachers are valued and respected within the school. Teachers are recognised by both peers and administrators for the leadership roles they take and the contributions they make. When teachers are acknowledged, they feel that others have confidence in them and then that their skills and competence are recognized by others. There are processes for formal recognitions of individuals who aid in moving the school ahead or for those who enhance student learning. Teachers celebrate the successes of their colleagues.

Autonomy dimension means teachers are encouraged to take initiatives to make improvements for their students and to be innovative. Barriers are removed and resources are found to encourage teachers to try new ways of improving teaching and learning in the school. Administrators and other teachers provided encouragement to the teachers who wish to make changes to the curriculum or to instructional strategies they are using. If a teacher needs a policy or rule to be waiver is granted. Teachers are actively involved in creating the vision for the school and its future.

Collegiality dimension means teachers collaborate on instructional and student-related matters. Examples of collegial behaviours include teachers discussing strategies, sharing materials or observing in one another's classroom. Teachers involve in influencing colleague's teaching and see each other

works with students. Time is spent by teachers discussing the students and teaching and learning within the school. Discussion to work on students' academic and behaviour problems are often held. Conversation among teachers with administrators is focused in positive ways on students.

Participation dimension means teachers are actively involves in making decisions and have input into important matters. Teachers may help with screening and selecting new faculty members. Decision such as how time is used and how the school is organized are made at the school. A consensus process involving preventatives of the entire faculty, parents, students and other stakeholders is used to guide the work of the teachers and administrators. Opinions from the teachers are solicited to help in making the best decisions for the school. Teachers have the authority to make specific decision and they feel they have freedom to make choices.

Open communication dimension means teachers both send and receive communication in open, honest ways and they feel informed about happenings in their schools. Teachers discuss ways to better serve students and their families and their opinions and feeling freely, as do administrators. People are not blamed when things go wrong, but rather discussions of how to do things better the next time takes place. Teachers work together, discuss issues, and engaged in problem solving at faculty meeting.

Positive environment dimension means teachers are viewed as professionals and are treated in ways that reflect in the belief. Teachers experience working as partners with administrative leaders. There are general satisfactions with the work environment and teachers feel respected by each other and by parents, students and administrators. School personnel are frequently functioning together as a team. People who work at the school will feel positive about what they are doing to meet students' need.

Figure: The Six Dimensions of Teacher Leadership

Maldives government has placed a priority to improve the educational system and is dedicated to improve education standards, especially at primary and secondary levels to meet the increased manpower needs of the country, and to improve teacher training. New schools continue to be build and education expands. Due to shortage of qualified teachers, there is an on-going teacher training programme conducted under the government auspices (myMaldives, 2007). Under the Ministry of Education, schools are divided into four regions. There are northern regional zone schools, central regional zone schools, southern regional zone schools and Male' zone (the capital island) schools. For each zone, a coordinator is assigned to manage the schools of that particular zone. Under this coordinator, there will be a principal in each school followed by senior assistant principal, supervisors and teachers. The number of administrators and teachers distributed to the school depend on the total population of the students (Ministry of Education, Republic of the Maldives, 2003).

The general responsibilities of the teachers in all the schools are to teach according to the given timetable, and to prepare lesson plans with appropriate teaching and learning materials. Also, maintaining students' discipline, marking the attendance and preparing test papers and other relevant materials. Finally they are required to be active in the extracurricular activities of the school as well as to have a very good rapport with the parents.

1.2 Statement of Problems

In a Ministry of Education report (Ministry of Education, Republic of the Maldives, 2003) about school supervision, it was stated that supervisors in Maldivian schools always faced parents' complain about teachers being not innovative in teaching, poor students' performance, the school are not producing citizens of expected standard. There are a number of researches carried out in Maldives regarding education and its development such as curriculum innovation, ethno-mathematical idea in the curriculum, improvement in equity by gender and location in access and quality of education and so on. Yet so far Maldives still lack research related to teacher leadership. Thus, there is a need to explore whether the teachers work as leaders or the importance given to the development of teacher leadership in Maldives primary schools.

The EFA 2000 Assessment: Country Reports (Republic of Maldives-MoE, 2000) highlighted a special problem Maldives had to face and still faces is the necessity to use foreign workers at many level but particularly at the professional levels, indicated by the relatively large proportion of expatriate teachers serving in the higher grades of the formal school system. The educational level of the population as a whole has to be raised to a level where Maldives has adequate numbers of trainable persons to meet the development needs of the country. To meet the challenges in education in Maldives, there are several steps need to be taken such as improving educational efficiency through quality enhancement, improving early childhood care and development, improving the quality of basic education and the quality of teachers, enhancing the provision of basic education for youth and adults, creating an education management information system to inform educational decisions by government, institutions and individuals and a sustainable life style.   This report highlighted number of problems. Some of the problems were that primary school managers were unable to develop school development plans; weaknesses in teacher management which were counterproductive given the desire for improved classroom-based learning; lack of induction of teachers; poor interpersonal skills among the School Management Team's and teachers including weak professionalism among the teaching staff; poor communication and consultation techniques used in schools; and poor systems of resource (supplies) management. Pupils' interpersonal relations were found to be poor and the School Management Team's did not have a pastoral role. Parental involvement in school curricula or co-curricula activities was minimal. Priority areas for management training that can be identified from the report include leadership skills, coordination of leadership functions, curriculum management, learner-achievement and learner behaviours. The report implied that teacher leadership skills became a major problem affecting the school management especially primary school.

1.3 Research Objectives

Based on the problem stated above, this research intends:
a. To identify the teachers' perception on overall teacher leadership and its dimension in Male'.
b. To identify the teacher perception on the level of school effectiveness.
c. To study inter-correlation between the seven dimensions of teacher leadership.
d. To study the relationship between each of teacher leadership dimensions and the level of school effectiveness.
e. To identify the predictors of school effectiveness.

1.4 Literature Review

Most critical to teacher leadership definition, is the fact that a teacher applies more of the motivational strategies to energize the interest and support of the group or students towards action. In this context, Mastrangelo et al. (2004) said that teacher leadership is to do with creating an environment in which students are motivated to produce and move to the direction of the teacher. Mastrangelo et al. (2004:438) introduced the concept of professional leadership, in which they suggest that it involves 'providing direction, process, and coordination to the students of a classroom for the purpose of altering the classroom goals'. In a classroom set up, communication remains a critical factor in creating relationships between a teacher and his/her group. In whatever condition, good leadership is associated with effective communication skills. In this view, leadership is associated with positive influence on the group's effort and satisfaction and that it is necessary to the 'gaining of confidence and coping with stress among teams' Neumann (in Pounder, 2003:8).

In essence teachers are indeed teacher leaders and have a significant responsibility to provide quality instruction. They have to be effective communicators if they are to be good leaders of their own classes. Teacher leadership therefore is that art which works to develop teachers' competencies and build their confidence for effective teaching. Sergiovanni (in Blasé' and Blasé', 1998) says that teacher leaders are pedagogical leaders and have a responsibility to build a learning community. In recognition of this position, the role of the head would, however be to ensure teachers' involvement in a continuous cycle of discussing, implementing, planning and reviewing curricula and instruction leading to improved student-achievement (see Blasé and Blasé, 1998; Glickman et al., 2001; Harris et al.,1985; McEwan, 1998).

Glickman et al. (2001) argue that teacher leadership plays a pivotal role for instructional improvement. It endeavours to make teachers effective instructional leaders for instructional improvement. Classroom instructional management is duty for all teachers. Teachers therefore, need good coordination and regular training so that they continuously renew their skills, attitudes and acquire new knowledge to become effective classroom practitioners. Most importantly, activities of teacher leadership include procurement, management and ensuring effective utilization of curriculum materials and other resources that facilitate learning. Effective management and coordination of these resources are critical for effective learning. This function involves selection, procurement, distribution/allocation, usage and proper care of curriculum and or instructional materials. When these three levels interconnect, they produce a learner with desired attributes by which the quality of education is measured. In this view, teacher leadership is described as the effective professional interactions in a school where the classroom management and teachers work together with an appropriate curriculum for the purpose of improving student learning.

Contemporary views towards teacher leadership favour a shift from instructional leadership to transformational and pedagogical leadership (Webb, 2005). The argument is that, while instructional leadership is a strategy with which School Management Teams pursue the agenda of national policy and program through vision and mission statements, pedagogical leadership is connotes a practical strategy where School Management Teams work with teachers in their classrooms to make sure learner achievement and quality of learning is enhanced. In this context, teacher-leadership and

learner-achievement were key purposes underpinning the Primary School Management Development Project as an innovation for school effectiveness. However, Webb (2005) argues for the combination of instructional and pedagogical leadership if the agenda of school effectiveness is to be achieved holistically.

Siduna's study (2003) revealed that 70 percent of the teachers indicated that the School Management Teams praised their teachers for the good work that they were doing for their schools. This is an indication that members of the School Management Teams maintained a cordial relationship with their teachers. They (76 percent) also reported that School Management Teams listened to them and that they were accessible and approachable. The majority (77 percent) reported that they trusted their supervisors. Further 81 percent of the teachers indicated that they were given the opportunity to suggest agenda items for curriculum meetings and to also chair school such meetings. These results showed high level of implementing teacher leadership.

Cooperation is another essential attribute of effective teacher leadership. Nkobi's study (2008) however revealed that 57 percent of the teachers felt that cooperation among the staff and between staff and parents in the primary schools was not high. The teachers' perception of cooperation in schools shows that the School Management Teams were not skilful enough to meet the need of their staff. If improvement of instructional practices is influenced by the level of cooperation that exit in the school, then this is an aspect of school management where School Management Teams needed work-based skill training. Glickman, Gordon and Gordon (2001) and Glickman (in McEwan, 1998) view teacher leadership as pivotal for instructional improvement. Data and teachers comments suggests that despite the training that School Management Teams needed, teachers still felt that interpersonal skills for enhancement of teacher-parent cooperation still needed to improve so that School Management Teams-teachers-parent interaction could contribute towards raising student achievement.

In Nkobi's study (2008) also reflected the issue of teachers' degree of creativity and innovativeness, 51 percent of the respondents said that the teachers as individuals initiated some innovations in their schools. Results also indicated that a significant number (49 percent) of the teachers reported that they were not competent enough to manage their own classrooms. While the School Management Teams were expected to function as pedagogical leaders (Blasé and Blasé, 1998; Webb, 2005), this data indicates that a significant number of the teachers felt that they were not innovative enough in their classroom practices. They needed intellectual stimulation and inspirational motivation (Pounder, 2003) so that they could competently and confidently face classroom challenges.

Harcher and Hyle (1996) found out, teachers needed good teacher-administrator working relationship, that will considered as positive environment. The teachers' comments suggest that the teachers did not feel that they received adequate support and attention from the School Management Teams. Harcher and Hyle (1996: 26) have called for collaborative power in autonomy dimension of teacher leadership 'to balance power inequalities in the school and school community'. They suggested that the quality of a school is derived from its vision, respect, trust and collegiality that bond school members together. This is what teachers desired to experience in their schools.

2. METHODOLOGY

This is a descriptive correlation study on teacher leadership and school effectiveness practices. This research utilises quantitative research methodology involving a sample of primary school teachers. There are altogether seven primary schools in Male'. Six primary schools were used as target schools. The other school was used for pilot study. The six primary schools have a total number of 485 teachers as by January 2006. This data was obtained from the Maldives Ministry of Education. A simple random sampling was used. A total of 218 teachers were selected from the population of permanent trained teachers who are working in six primary schools of Male'. The researchers managed to collect 181 questionnaires out of 218 that were distributed, giving the response rate of 83%.

The teacher leadership were assessed using a 25 items scale adapted from Katzenmeyer and Moller (2001). School effectiveness was assessed using a 39 items scale adapted from Brookover (1997). All the 64 items were measured with a four point Likert scale (1 = disagree, 2 = slightly disagree, 3 = agree, 4 = strongly agree). A structured self-administered mailed survey questionnaire was used as an instrument for data collection.

A pilot study to validate and improve the instrument was conducted in one school. Improvement was made on the questionnaire regarding the accuracy in measurement, appropriate terminology used, and the structure of sentence used to avoid confusion. Twenty trained and experienced teachers were selected as subjects in the pilot test. These teachers had the same socio-demographic characteristics as the actual research sample but they did not participate as respondents in the actual study. Exploratory Data Analysis (EDA) was used to explore the data, followed by a reliability test. An alpha value of 0.957 for Section A was the score for teacher leadership items, whereas an alpha value of 0.970 for Section B was the score for items on the school effectiveness. In other words, the variables used in this instrument are found to have high reliability value and the instrument was therefore, acceptable.

Descriptive and inferential statistical analyses were then employed using the Statistical Package for the Social Sciences (SPSS). Descriptive measures such as mean, maximum value, minimum value, standard deviation and percentages were used to describe the variables in the levels of the seven teacher leadership dimensions and also the level of school effectiveness. The Pearson Product Moment correlation analysis was used to determine the inter-correlation between each teacher leadership dimensions and the relationship between the level of school effectiveness and each of the teacher leadership dimensions. A multiple regression analysis was used to identify the predictor of school effectiveness.

3.FINDINGS

3.1 Teachers' Perception towards the Level of Teacher Leadership Dimensions

Results based on Table 1 show respondents' perception on the level of teacher leadership and each dimension. The highest mean score is on the positive environment dimension (mean = 3.38, SD = 0.54). This is followed by the open communication dimension (mean = 3.30, SD = 0.91), the collegiality dimension (mean = 3.27, SD = 0.93), the participation dimension (mean = 3.26, SD = 0.50), the autonomy dimension (mean = 3.24, SD = 0.53) and the recognition dimension (mean = 3.22, SD = 0.53). The lowest mean score is on the developmental focus dimension (mean = 3.09, SD = 0.51). Therefore, we can conclude that the seven teacher leadership dimensions are at high level. The positive environment dimension is the most dominant among the seven teacher leadership dimensions. However, all the seven teacher leadership dimensions achieved mean scores of more than 3.01, which can be considered as high level in practising teacher leadership. Table 1 shows the overall teacher leadership with a mean score of 3.25 (SD = 0.49) which is considered to be high level of teacher leadership.

Table 1: Mean and Standard Deviation of Teacher Leadership Dimensions

Teacher Leadership and Its Dimension	N	Mean	Standard Deviation
Developmental Focus	181	3.09	0.51
Recognition	181	3.22	0.53
Autonomy	181	3.24	0.53
Collegiality	181	3.27	0.93
Participation	181	3.26	0.50
Open Communication	181	3.30	0.91
Positive Environment	181	3.38	0.54
Overall Teacher Leadership	**181**	**3.25**	**0.49**

An analysis is carried out to find the percentage of teachers with different level of overall teacher leadership. Majority of the teachers involved in this study, that is 127 (79%) teachers show a high level of teacher leadership, but (18%) teachers are at average level of teacher leadership. However, only 5 (3%) teachers perceived their teacher leadership as low.

Table 2: Percentage of Overall Teacher Leadership

Level of teacher leadership	Frequency	Percentage
Low	5	3
Average	33	18
High	143	79
Total	**181**	**100**

3.2 Teachers' Perception towards the Level of School Effectiveness

Thirty-nine items in Section B of the questionnaire are used to measure the level of school effectiveness. The levels of school effectiveness are categorized based on the score classification ranging from 'strongly disagree' to 'strongly agree', with scores ranging from a minimum score of 39 to a maximum score of 156. Table 3 shows that from the 181 respondents, 45% gave moderate level of agreement towards school effectiveness, and 54% at high level. Only 1% of the respondents perceived the level of school effectiveness to be low. The mean score for level of school effectiveness is 3.25 (SD = 0.49). This shows that the overall level of school effectiveness is high.

Table 3: Percentage of School Effectiveness

Level of Teacher Leadership	Frequency	Percentage
Low	2	1
Average	81	45
High	98	54
Total	**181**	**100**
Mean: 3.25	SD: 0.49	

3.3 Inter-correlation between the Dimensions of Teacher Leadership

To measure inter-correlation between the teacher leadership dimensions, the researchers used the correlation strength between two variables structured by Hinkle, Wiersma and Jurs (2003). Pearson correlation test is used to find out whether there are any significant inter-correlations among the seven dimensions of teacher leadership.

According to the data presented in the Table 4 given below, it is concluded that all the dimensions of teacher leadership are significantly correlated at α level of 0.01. Those dimensions which are significant as well as have strong correlations are, developmental focus with collegiality (r = 0.722, $p< 0.01$), developmental focus with recognition (r = 0.756**, $p<0.01$), collegiality with participation (r = 0.750**, $p<0.01$), collegiality with positive environment (r = 0.835**, $p<0.01$), and participation with positive environment (r = 0.715**, $p<0.01$) as perceived by the teachers. It is noted that only two dimensions which are autonomy and open communication (r = 0.281**, $p<0.01$) are significant but very weakly correlated. All the dimensions have significant correlation of and have a moderate and weak correlation among each other.

Table 4: Inter-correlation between Teacher Leadership Dimensions

Teacher Leadership Dimensions	1	2	3	4	5	6
1. Developmental Focus						
2. Recognition	.636**					
3. Autonomy	.394**	.535**				
4. Collegiality	.722*	.756**	.530**			
5. Participation	.604**	.678**	.472**	.750**		
6. Open Communication	.357**	.440**	.281**	.460**	.403**	
7. Positive environment	.687**	.695**	479**	.835**	.715**	.454**

**Correlation is significant at the 0.01 level (2 – tailed)

3.4 The Relationship between the Levels of Teacher Leadership Dimension and the School Effectiveness

The Pearson-Product Moment correlation analysis was used to explore the relationship between teachers' perceptions towards the level of school effectiveness and the level of teacher leadership dimensions. Table 5 shows a summary of the correlations between the level of teacher leadership dimensions and school effectiveness. All the relationships were found to be significant and positive at a significant level of 0.01. Teachers' perceptions towards the level of school effectiveness showed that there are strong relationship with the positive environment dimension, autonomy dimension, and collegiality dimension. The relationship between the teachers' perception about the level of school effectiveness with the developmental focus dimension, recognition dimension, and open communication dimension are moderate, whereas the relationship between teachers' perceptions towards school effectiveness to the participation dimension is weak.

Based on Table 5, the positive environment dimension has the strongest effect on the level of school effectiveness ($r = 0.675$, $p < 0.01$). The autonomy dimension has the second strongest effect on the level of school effectiveness ($r = 0.662$, $p < 0.01$). This is followed by the collegiality dimension ($r = 0.620$, $p < 0.01$), developmental focus dimension ($r = 0.594$, $p < 0.01$), recognition dimension ($r = 0.565$, $p < 0.01$) and open communication dimension ($r = 0.476$, $p < 0.01$). Among all the teacher leadership dimensions, the participation dimension was found to have the least correlation to the level of school effectiveness ($r = 0.324$, $p < 0.01$). In other words, the teachers' perceived that the higher the positive environment dimension, autonomy dimension, and collegiality dimension in teacher leadership practice, the higher would be the level of school effectiveness. The teachers' perception towards the school effectiveness was found to be moderately correlated to the developmental focus dimension, recognition dimension and open communication dimension and weakly correlated to the participation dimension.

Table 5: Correlation between Teacher Leadership dimensions and School Effectiveness

Teacher Leadership Dimensions	N	r value	p
1. Developmental Focus	158	.594**	.000
2. Recognition	155	.565**	.000
3. Autonomy	157	.662**	.000
4. Collegiality	153	.620**	.000
5. Participation	158	.324**	.000
6. Open Communication	156	.476**	.000
7. Positive environment	155	.675**	.000

**Correlation is significant at the 0.01 level (2 – tailed).

3.5 The Contribution of the Teacher Leadership Dimension towards the Level of School Effectiveness

Multiple regression stepwise method was used to predict the influence of the teacher leadership dimension practice towards the level of school effectiveness. With reference to Table 6, three out of seven independent variables can fit the final model of school effectiveness. When we use the stepwise method, each independent variable is put into the model, one by one in sequence as below: beginning with the level in practising autonomy dimension, the level in practising positive environment dimension and ending with the level in practising open communication dimension. As shown in Table 6, the adjusted R^2 value in final model was 0.565.

Table 6: Predictors of School Effectiveness

Variables	B	β	R²	Adjusted R²	R² changed	T	Sig.
(Constant)	.848					5.17	.000
1.Autonommy	.315	.384	.474	.471		4.83	.000
2.Positive Environment	.264	.315	.542	.536	.065	3.87	.000
3.Open Communication	.090	.199	.574	.565	.029	3.27	.001

** Significant at the 0.01 level (2 – tailed).

Coefficient for the final model based on stepwise method reported as below:
$\hat{Y}_i = 0.848 + 0.315 X_1 + 0.264 X_2 + 0.090 X_3$
$\hat{Y}_i$ = Level of School Effectiveness
X_1 = Level in practising autonomy dimension
X_2 = Level in practising positive environment dimension
X_3 = Level in practising open communication dimension

The major predictor for the level of school effectiveness was the dimension on practising autonomy variable with the standard coefficient of 0.384 contributing 47.1% of variance to the level of school effectiveness. The second predictor was the dimension on practising positive environment variable (ß = 0.315) contributing about 6.5% variance to the level of school effectiveness. Finally, the dimension on practising open communication variable is the last predictor with standard coefficient as 0.199 contributed 2.9% variance to the level of school effectiveness. Adjusted R^2 among all the variables indicated a total contribution of 56.5% to level of school effectiveness.

4. DISCUSSION

This section mitigates between findings and literature review and draws lessons learnt from the study. The study revealed that Male' primary schools are predominantly made up of female teachers who are between 20 to 30 years old. The majority of them trained at certificate and diploma qualification and was less than 10 years of teaching. They did not have formal training on teacher leadership and classroom management.

A total of 127 teachers (79%) out of 181 teachers who took part in this study perceived that teacher leadership is at above average level compared to only five teachers (3%) who perceived teacher leadership as below average level. This finding indicates that most of the primary school teachers in the capital of Maldives feel that they are highly practising teacher leadership skills. However the findings seemed to be not in accordance with Huerta, Watt & Alkan's findings (2008). In their study, teachers were asked to report the extent in which they perceived themselves to be a teacher leader at their school. Their findings showed that overall mean score was 2.35 (SD = 0.48), which is considered to be at an average level. In this study, the level of teacher leadership is comparatively higher than Huerta, Watt & Alkan's study (2008).

While teacher leadership could mean different things to different people, its functional definition has been accepted to imply school-based leadership that focuses on helping teachers to do their work in the classroom more effectively (Blasé and Blasé, 1998; Glickman et al., 2001; McEwan, 1998; Seifert and Vornberg, 2002). The major purpose of the study was to enhance the quality of teacher leadership. Therefore the implications of the research are tried to help School Management Teams to improve teacher quality through regular classroom-based training.

The level of overall school effectiveness in selected Male' primary schools is at high level with a mean score of 3.25. Furthermore, 99% of the teachers perceived the level of school effectiveness as high and average, thus the results showed that majority of the teachers believe that the selected primary schools of Male' maintains a high quality educational programmes (Townsend, 2004).

All the teacher leadership dimensions were generally high in selected primary schools. This indicates that teachers are viewed as professionals and are treated in ways that reflect their belief. The teachers feel positive about what they are doing to meet students' need (Katzenmeyer & Moller, 2001). They send and receive communication in open, honest ways, and informed about happenings in their schools. As Katzenmeyer & Moller, (2001) stated, the teachers discussed ways to better serve students and their families. They worked together, discuss issues, and engaged in problem solving at meetings.

The enhancement of participation such as participating in decision making, increased teachers' participation and will directly contribute to school effectiveness (Taylor & Bogotch, 1994). Thus, this can be one of the way to improve teacher leadership in Male' primary schools. Collegiality specifies that teachers discuss strategies, share materials or observe each other's classroom. They also spend time to discuss student's matters, teaching and learning within the school (Katzenmeyer & Moller, 2001).

Regarding the developmental focus dimension, the teachers who responded positively in this particular aspect could be teachers who are engaged in learning new knowledge and skills. These teachers are provided with assistance, guidance or coaching. Professional development, professional reading, and study groups are typical activities (Katzenmeyer & Moller, 2001). According to Katzenmeyer & Moller (2001) this can be an indication of the opportunity to learn skills and exercise leadership, these making the school a professional learning community.

The result of this study shows that there is a positive significant relationship between the dimensions of teacher leadership and school effectiveness. This implies that the more these dimensions are emphasized the higher is the level of school effectiveness. Besides, the results seemed to support the findings of Huerta, Watt & Alkan's study (2008) which explored the relationship between professional development and teacher leadership. A preliminary effort to assess the construct validity of the dependent measure of teacher leadership, this variable was correlated to the professional development, revealing significant positive correlation between these two variables. However the strength of the relationships is lower compared to this study.

Stepwise multiple regression analyses showed that the level of practising autonomy dimension is the most dominant predictor of the school effectiveness model with a coefficient value of 0.384. This variable contributes 47.1% towards the level of school effectiveness. The other two significant predictors are positive environment 6.50%, whilst open communication contributes 2.90% to school effectiveness as perceived by teachers. Since the findings showed that school effectiveness can be derived from the practice of teacher leadership, the schools should encourage the utilisation of those predictors, namely autonomy, positive environment and open communication which will be able to contribute 56.5% of school effectiveness.

When teachers are encouraged to take initiative to make improvements and to be innovative in carrying out new ways to improve teaching and learning, and also given the authority to make changes to the curriculum or to instructional strategies they are using, it really contributes to school effectiveness as Katzenmeyer & Moller, (2001) discussed in his book 'Awakening the Sleeping Giant: Helping Teachers Develop as leaders'. Mortimore (1998) also discussed the involvements of teachers in successful schools when the teachers are occupied in curriculum planning and played a key role in developing their own curriculum guidelines. In a positive environment, where the teachers are accepted as professionals, respected, and worked as a team, there is school effectiveness.

On the basis of the results of the high level of implementation of teacher leadership dimensions and its relationship with school effectiveness, the study intended to alter teachers' beliefs and practices in order to assist them to develop new attitudes and acquire better skills for improving their classroom instruction (Siduna, 2003). From the perspective of teachers, significant impact of the teacher leadership dimensions is identifiable. The suggested outputs of the study include regular classroom visits by School Management Teams, availability of operational plans, and adequacy of teaching materials. In that way, teacher leadership can be a successful classroom management innovation in Maldives.

Increasing supervision of atoll schools is a part of the Ministry of Education's programme to improve quality (Republic of Maldives – Ministry of Education, 2000). There has been and continues to be a supervision program for Male' schools. As the supervision report comments that the poor performance of the pupils in English, it is due to lack of proper instruction because of the unavailability of trained teachers and less exposure to the language. The two major source of problems are the teacher leadership skills namely positive environment and open communication that acquired by an effective teacher. These are the two significant predictors that contribute to the school effectiveness in this study.

5. RECOMMENDATION

To maintain teacher leadership level and school effectiveness in the primary schools in Male', it is recommended that there must be efforts made to achieve it. The Ministry of Education can conduct workshops and courses for the principals and teachers to instill awareness on the importance of teacher leadership. Furthermore, the Ministry of Education needs to avoid imposing restricting rules and regulations upon schools as autonomy was the best predictor for school effectiveness.

Principals need to know the weak areas of the teachers. They must intentionally take steps to actively encourage and support teacher leadership. A culture that expects teachers to be leaders and then support the teachers in those leadership roles must be established. To build this culture, the principals must expect teachers to be leaders as well as create opportunities for them to lead. The teachers need to feel that their input is valued in the schools. Principals must encourage teachers to take part in problem identification, problem solving, and decision making in the schools.

Teachers must also be allowed to expand their communication to include school wide or even system wide issues. Open communication dimension of teacher leadership is a predictor of school effectiveness as perceived by teachers. Thus teachers should be given opportunities to discuss in forums, as well as opportunity to voice their rights in the meetings. In this case, principals ought to conduct staff meetings in such a way that teachers can freely talk about issues concerning students and the school.

Teachers are the important people in the implementations of curriculum. So they play a crucial role in creating and sustaining school effectiveness, because school effectiveness is mostly measured by students' performance in the test, and teachers are the one who deal directly with students in terms of teaching and learning. Therefore they need to understand their role, practice the leadership and support new approaches to improve the quality of education. To do this, the teachers must be provided

with professional developments programmes. School heads or principals must give the opportunity for teachers to go for further studies. More scholarships for teachers must be given by the Ministry of Education as well.

It is also recommended that teachers continue to develop their skills and knowledge to face the challenges of education today. They must be encouraged to function as a team because positive environment is the highest dimension of teacher leadership in this study. In this regard, it is suggested that teachers must be a part of vision 2020 and participate fully in carrying out the planned agenda towards this vision.

Given the apparent weaknesses in primary classroom management and students performances, it is recommended that Ministry of Education should develop an in-service training program for teachers on teacher leadership that combines transformational and pedagogical perspectives of leadership. Such a program should embrace professional and personal leadership concepts, skills and practices. The program should aim at assisting the primary schools to improve instructional supervision, processes of monitoring and evaluating of teaching and learning activities for improved learners' achievement.

6. CONCLUSION

From the result of this study show there is an impact on teacher leadership on school effectiveness. The aspects that more attention is needed from the dimensions of teacher leadership are autonomy; positive environment and open communication as these three factors are observed as the predictors for school effectiveness. Hence the more emphasize given on teacher leadership would probably contribute to higher level of school effectiveness. Based on the findings, we hope that teacher leadership training will be a capacity building strategy for the teachers in order to alter their habits, attitudes and practices to something professionally better for the enhancement and improvement of students' level of achievement. This study has made significant impact in the primary education management system. However, the study reveals that there is still some work to be done to improve teacher leadership for improved learner-achievement.

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Geniş Özet

Bu çalışmada sınıf yöndetiminde öğretmen liderliğini ele alınmaktadır. Little (Hook, 2006) okul performansını artırmak için kaliteli öğretmenleri okula atamamız ve katılımını sağlamamızın önemini vurgulamakta veya öğretmenlere lidrelik becerilerinin öğretilmesinin okul etkiliğine katkıda bulunduğunu belirtmektedir. Bu çalışmada araştırıcılar Katzenmeyer ve Moller'in (2001), geliştirdikleri öğretmen liderliği modelini kullanmışlardır. Bu modelde gelişimsel odaklanma, tanınma, otonomi, ortaklık, katılım, açık iletişim ve olumlu çevre algısı olmak üzere yedi boyut yer almaktadır.

The EFA 2000 Assessment: Country Reports (Republic of Maldives-MoE, 2000) Maldivler'de özellikle eğitim gerektiren işlerde çalışan kalifiye niteliklere sahip yabancı çalışanların, göçmenlerin ülkeye gelmeleriyle birlikte okul sisteminde büyük bir taleple karşılaşılmasına neden olmuştur, halen de bu problem devam etmektedir. Ülkedeki eğitim ihtiyacını gidermek için yeterli sayıda eğitilmiş öğretmene ihtiyaç giderek daha da artmıştır. Eğitimde verimliliğin artırılması için bir çok alanda gelişme kaydedilmesi gerekmektedir, bu alanlar, okul öncesi dönem eğitiminin geliştirilmesi; temel eğitimin ve öğretmen eğitiminin kalitesinin geliştirilmesi; sistem dışında kalan genç ve yetişkinler için temel eğitimin sağlanması; devlette eğitsel kararların alınabilmesi amacıyla bir eğitim bilgi sisteminin oluşturulması ve sürdürülebilir bir yaşam tarzının gerçekleştirilmesidir.

Maldivler hükümeti, eğitim sisteminin etkililiğini ve eğitim standartlarını arttırma konusunda bir kararlılığa sahiptir. Özellikle de ilk ve orta öğretimin güçlendirilmesi ve ülkenin gereksinim gösterdiği insan gücünün eğitimi ve öğretmen eğitimi için özel bir çaba harcanmaktadır. Bir çok yeni okul eğitim sisteme kazandırılmıştır. Öğretmenlerin sınırlı sayıda olmalarına bağlı olarak, sürekli öğretmen yetiştirme çabaları sürdürülmektedir (myMaldives, 2007).

Okullarda öğretmenlerin temel sorumluluğu müfredat çerçevesinde uygun eğitim araç ve gereçleri kullanarak eğitim ve öğretim etkinliklerini güçlendirmektir. Bunlara ek olarak, öğrencilerin sınıf içi etkinliklerinde disiplini koruma, öğrencilerin devamını takip etme, sınav hazırlama ve diğer ilgili sorumlulukları yerine getirme durumundadırlar. Son olarak, okulda bir çok öğrenci gelişimine katkıda bulunabilecek eğitim program dışı etkinlikleri gerçekleştirmek ve velilerle iyi bir ilişki kurmak durumundadırlar.

Bu çalışmanın amacı öğretmen liderliğinin okul etkiliği üzeindeki etkilerini incelemektir. Bu araştırmaya katılan öğretmenlerin çoğunluğu 127 (% 79) yüksek düzeyde öğretmen liderliği kullanmıştır, fakat (% 18) öğretmen orta düzeyde öğretmen liderliği göstermiştir. Buna karşın sadece 5 (% 3) öğretmen öğretmen liderliğinin düşük düzeyde olduğu belirtilmiştir. 181 katılımcıdan, % 45'i okul etkililği konusunda orta düzeyde hemfikirdirler, ve % 54'ü yüksek düzeyde etkilik göstermektedir. Sadece % 1'lik katılımcı okul etkiliğini düşük düzeyde görmüştür. Okul etkiliği konusunda ortalama değer 3.25 (SD = 0.49) dir. Genel anlamda okul etkiliği düzeyi oldukça yüksektir. Bütün boyutlarda öğretmen liderliği ile okul etkiliği arasındaki ilişki α düzeyinde of 0.01dir. Bulgulara göre aynı zamanda anlamlı yüksek korelasyon gösteren boyutlar gelişimsel odaklanma ile mesleki işbirliği (r = 0.722, p< 0.01), gelişimsel odak ile tanınma (r = 0.756**, p<0.01), mesleki işbirliği ile katılım (r = 0.750**, p<0.01), mesleki işbirliği ile olumlu çevre (r = 0.835**, p<0.01), ve katılım ile olumlu çevre (r = 0.715**, p<0.01) dir. Sadece otonomi ile açık iletişim boyutları arasındaki ilişki (r = 0.281**, p<0.01) anlamlı fakat düşük düzeyde korelasyon göstermiştir.

Okul etkililiği ve öğretmen liderliği boyutlarına ait öğretmen algıları arasındaki ilişkiler Pearson Korelasyon analizi ile incelenmiştir. Olumlu çevre algısı boyutu ile algılanan okul etkililiği olumlu yönde bir ilişkiye işaret etmektedir (r = 0.675, p < 0.01). Otonomi boyutu algılanan okul etkiliği düzeyi ile ikinci güçlü ilişkiye sahiptir (r = 0.662, p < 0.01). Bunu meslektaş işbirliği (r = 0.620, p < 0.01), gelişimsel odaklanma (r = 0.594, p < 0.01), tanınma boyutu (r = 0.565, p < 0.01), ve açık iletişim boyutu (r = 0.476, p < 0.01) takip etmiştir. Bu liderlik boyutları arasında okulun etkilik düzeyi ile en düşük korelasyonu katılım boyutu sağlamıştır. Diğer bir ifade ile, öğretmenler yüksek bir

olumlu çevre algıladıklarında, otonomi, meslekdaş işbirliği yüksek olduğunda öğretmenlerin okul etkiliğini yüksek düzeyde algılamaları gerçekleşmektedir. Öğretmenlerin algıları, gelişimsel odak, tanınma ve açık iletişim boyutları ile orta düzeyde katılım boyutu ile de düşük düzeyde bir ilişki göstermektedir. Bu boyutlardan hangilerinin algılanan okul etkiliği düzeyini belirlediği çoklu regresyon analizi ile tespit edilmiştir.

Okul etkiliğini yordayan en önemli öğretmen liderlik boyutu 0.384 katsayı ile toplam varyansın % 47.1'lik kısmını açıklayan otonomi kullanımı boyutudur. İkinci yordayıcı olumlu çevre uygulamaları (ß = 0.315) değişkeni olarak toplam varyansın % 6.5 açıklar. Son olarak, açık iletişimin kullanımı boyutu 0.199 katsayı ile toplam varyansın 2.9 % kısmını açıklamaktadır. Tüm değişkenlerin toplam varyansı açıklama oranı % 56.5 dir.Otonomi, olumlu çevre algısı ve açık iletişim okul etkiliğinin yordayıcıları olarak tespit edilmiştir.