

# **Transformational Teacher Leaders and Student Learners: A New Paradigm in Higher Education Management for Future Learning**

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Transformational leadership is a leadership approach that causes change in individuals and social systems. For decades, teachers have fulfilled many leadership roles. The teachers being on the frontline can interact daily with students and teacher leadership is grounded by a set of principles that acknowledges teachers are positioned to make informed decisions and promote needed changes concerning the improvement of the teaching and learning process. The teacher leadership is a set of knowledge and skills that enhance the teaching profession and student learning process. This contribution aims to bring awareness to teacher leadership. The new way of seeing students as customers implies a substantial change in the traditional notion of the student. The idea of student as customer is entirely new paradigm in higher education which is a new way of understanding educational relationships between students and faculty. Support strategies include mentoring, communication of clear expectations, strong instructional leadership, availability of resources, opportunities for professional development, and a focus on wellness. The study shows that the competencies which are essential for the leader in higher education management are skills of Communication, Collaboration, Critical Thinking, Creativity, Corporative, Integrator, Developer and Entrepreneur. This study analyses the paradigm on the different factors that characterize it and impact on the quality of the learning processes and the social function of institutions. The study provides a research framework for promoting teachers as leaders and ultimately leading to student success learning. The future study can address the impact of the implementation of these strategies to bridge the gap in success education reimagining.

**Keywords:** Education, Leader, Learning, Student, Teacher

## I. INTRODUCTION

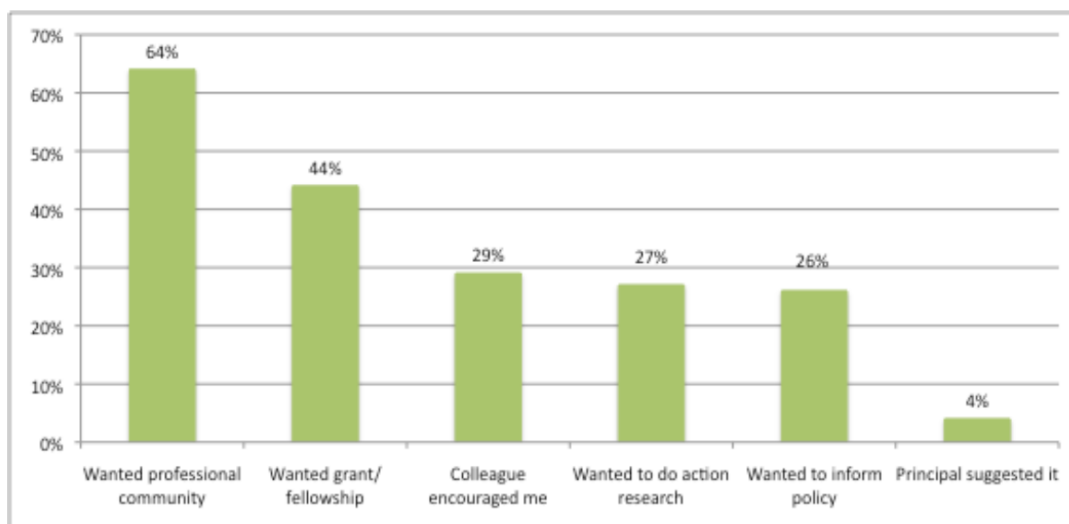
The Teacher Leadership definitions vary significantly since each leader is unique and takes on an approach consistent with his or her beliefs [Hoffman J.L. et al 2017]. Leadership and management are often used simultaneously as concepts [Mihai R.L. et al 2019]. According to Avolio et al. [Avolio B.J. et al 2000], Teacher leadership is how technology leads to students influence information and communication technologies grow. A new leadership style is required to focus on students and education ring employees together. The concept of Teacher leadership is introduced when leaders learn how to adapt to the student learning environment [Avolio B.J. 2003]. To make the process of educational transformation successful, leadership is required at all stages, from vision to mission, to the master plan, to the implementation, to measuring results and finally to the student performance [Roth M.A. et al 2016]. Using technological tools to integrate educational technology into the classroom could enhance student engagement and learning [Chang I.H. et al 2008]. Several studies investigate the importance of Teacher leadership, which is the process of leading to implement learning visions and goals [Chen W 2013]. Teacher leadership is an essential factor driving the student progress in education and its application to the institution. However, it also challenges for institutions to adopt the technology to use its advantages during the change [Liu C. et al 2020]. Entering the new era in 21<sup>st</sup> century, higher education system to be perfectly manifested by certain characteristics such as student's needs, national priority and economic development, the higher education has to have whole and comprehensive institutional credibility. The educational system must have such as high accountability towards society, show efficiency in its operational, develop as per the corporate sector as business requirements has internal management which is transparent and meets the standards. The challenges and phenomem can defer on the human characters in this 21<sup>st</sup> century. Zamroni (Fig 1.0) formulates that higher education entering the 21<sup>st</sup> century experiences paradigm shifting from terminal learning to lifelong learning, from science-focused learning to holistic learning, from image of confrontative teacher student relation to partnership relation, from teacher scholastic knowledge to emphasizing the balance of value education focus, from teacher isolation performance to teamwork performance and from exclusive concentration on competency to teamwork orientation [Zamroni M.I. et al 2008].



**Fig 1. Paradigm of future education**

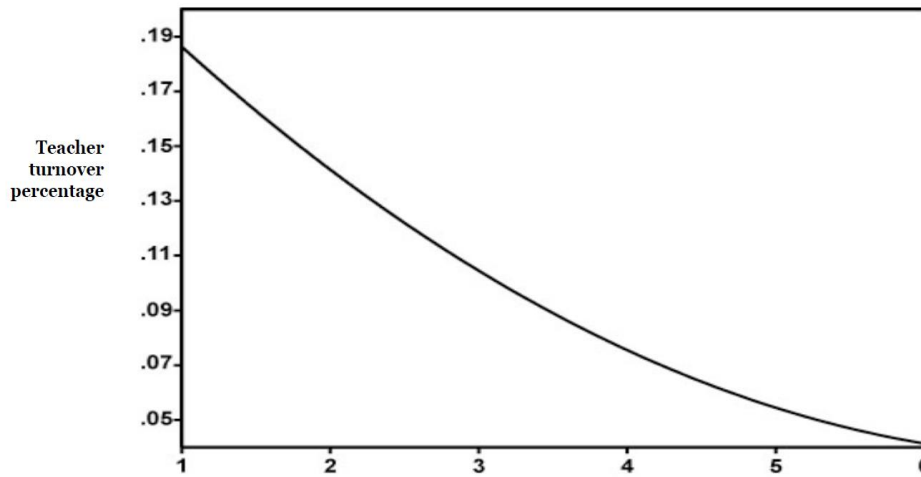
The higher education faces several important challenges in the international, national and institutional level. In the international level, there are two main challenges. The first challenge is the role of a supranational organization such as UNESCO in developing prospect trend and

improvement, and promoting network program and twin’s institution. The European Union for instance, has emphasized that the higher education has to change and adapt to the need of economic and social, institutional change is vital for education innovation and information and communication technology has to be a part of the learning process [EC-JRC 2010]. The second international challenge is to push international cooperation between institutions for cross border sharing knowledge and facilitates collaboration. Moreover, it is a vital element for the development of the planet earth and post cosmopolitan citizenship [Bell D et al 2006] like assumption of interdependence “deterritorialization”, participation, joint responsibility, and solidarity among the citizens of the planet earth. Interestingly, over a quarter of respondents to the Teachers Network survey (Fig 2) indicated that they initially joined a teacher leadership network at a colleague suggestion. This finding suggests that existing, professional communities may have given rise to more formal and structured involvements as teacher leaders. While the preliminary survey data cannot tell us that come first professional community and collaboration or leadership that drives more effective teaching the relationship is nonetheless clear and compelling.



**Fig 2: Teachers’ Reported Reasons for Joining Professional Networks**

Opportunities for teacher leadership are also critically important to recruiting and retaining the most effective and accomplished teachers. Richard Ingersoll has found a strong relationship between teacher reports of having influence in collegewide decision making processes and their retention in the profession, illustrated in Fig 2 above. Subsequent research focused on reasons for attrition among teachers of math and science two of the highest demand subject areas in which high needs colleges particularly report teacher shortages. This study found that fully one half of these teachers identified “lack of faculty influence” in decision-making as the reason that they left their former schools or left the profession altogether [Ingersoll R et al., 2009].



**Fig 3: Effects of Faculty Decision-making Influence on Teacher Turnover [Ingersoll R2003]**

Conventional wisdom suggests that some teachers exit the classroom due to a sense of feeling Overwhelmed or overworked. But we find that the addition of leadership roles appears to be less of a burden on teacher busy schedules than the addition of routine responsibilities like paper work and the deadening impact of being micromanaged. As Table 1 illustrates, nearly two thirds of teachers responding to the Teachers Network survey reported multiple roles in their colleges beyond regular classroom teaching responsibilities, such as college level administration duties, union leadership roles or work as a department or grade level chair. Holding such teacher leadership roles is associated with significant increases in planned short run retention over the coming years.

<b>Responsibilities Held in Addition to Teaching</b>	<b>Percentage Reporting This Role</b>
Coach or specialist	25%
Instructional leader or department head	38%
Administrative responsibilities	19%
Union responsibilities	13%
Other leadership responsibilities	45%
<b>TOTAL holding additional roles</b>	<b>59%</b>

**Table 1: Networked Teachers Take on Leadership Beyond the Classroom**

The 21<sup>st</sup> century teacher leadership is started from the perspective that public leader has to exactly and wholly know either himself or condition and society’s aspiration [Quieng M.C. et al 2015]. The development and strategic environmental issue faced in a variety aspect of life and paradigm as well as organization and management system in which he takes a role. The teacher leader responsibility is to give a wise, effective and productive answer for the variety of problems and challenges faced in this era done together with the student he leads. Therefore, every leader needs to fulfil certain competency and qualification. The 21<sup>st</sup> century teacher leadership requires an individual to conduct a planned change, has a vision and mission, strong influence for achieving common goals then can motivate his co-worker in the higher education organization. The 21<sup>st</sup> century organization needs 21<sup>st</sup> century education program and all education leaders in every level have to develop skill and knowledge for leading all stakeholders to adopt the 21<sup>st</sup> century learning, as well as a learning method to empower student by the 21<sup>st</sup> century knowledge and skill [Trilling and Fadel 2009]. The 21<sup>st</sup> century teacher leadership is also required to have a high work ethic by continually upgrading the knowledge and information then have as well as constantly hone the information technology skill.

Therefore, they can easily follow the progress and can analyse a reformation of higher education organization in this era. Based on phenomenon and point regarding the 21<sup>st</sup> century leadership it is of interest to analyse what kind of teacher leadership is suitable to implement in the 21<sup>st</sup> century higher education.

## **2. Leadership Qualities of Effective Principals**

### **2.1 The Changing Role of Principal as Teacher Leader**

Tasked with the responsibility to determine education success, principals are required to set forth procedures for improving instruction and ultimately student outcomes based on the assessment data (Rallis & Mac Mullen, 2000). In other words, the role of the principal developed into the chief instructional leader to teacher education as the chief architect for improvement [Hallinger & Murphy, 2012]. Subsequently, principals are encouraged to broaden their vision of leadership and as Finnigan and Stewart, 2009 explicated, a seed is germinated for shared leadership to evolve. In short, teacher began to gradually shift from the top-down model of leadership to a more democratic model, a model where leadership is distributed among all team members. To this end, distributed teacher has grown in popularity because distributive leadership is about leadership practice. It is a practice that involves collaboration, promotes professionalism, teacher autonomy and acknowledges many within the education context [Bogler, 2001; Spillane, 2006]. One key source of support for novice teachers is the principal. It is the principal who interviews and hires the novice teacher and offering a continuing role in supporting the teacher will contribute to retention in the institution and the profession. Best practice shows that principals who function as instructional leaders focus on supporting those aspects of teaching that encourage strong productivity. For example, the principal who does not give the most difficult students to the novice teacher allows that teacher to develop skills in pedagogy. The principal communication of clear messages regarding grading discipline, school safety and communication with parents helps to support the novice teacher socialization into the climate and culture of the institution. Focusing on the role of principal as a college leader and instructional leader should be part of teacher education from the internship through the transition into the first year of teaching. When principals interact in a positive, collaborative role with novice teachers, induction into the career is easier [Zhang, et al., 2019]. A study by Cherian and Daniel [2008] found that new teachers benefit from precise and ongoing support from their principals. Teachers require instructional leadership, clear job expectations, guidelines for meeting institution policies and direct feedback from their principal. This support can be enhanced when the principal is visible in professional development and makes frequent informal visits to the classroom.

### **2.2 Effective Principals and Student Outcomes**

Increasing demands for accountability have led a few researchers to examine the relationship between principal quality and student outcomes. In one longitudinal study, researchers at the University of Minnesota and the University of Toronto investigated the links between principal leadership and improved student learning. Based on their findings, these researchers declared that principals are second only to teachers as the most influential school-level factor in student achievement (Leithwood et al., 2004; Louis, Leithwood, Wahlstrom, & Anderson, 2010). When comparing different leadership approaches that a principal might provide, researchers found that “instructional leadership” has three to four times more impact on student achievement than “transformational leadership,” whereby principals focus on motivation and improving the morale of their teachers (Robinson, Lloyd, & Rowe, 2008). To be effective instructional leaders, principals must spend much more time in classrooms than in the office. They must focus on curriculum and instruction and oversee the collection, analysis and use of data to support student learning. In addition, they must rally students, teachers and the community to achieve the academic goals set for each student (Usdan, McCloud, & Podmostko, 2000; Wallace Foundation, 2013).

### **2.3 Creating an optimal learning climate**

Principals at colleges with high teacher ratings for “instructional climate” outrank other principals in developing an atmosphere of caring and trust. Also, their teachers are more likely than faculty members elsewhere to find the principals motives and intentions good (Louis et al., 2010).

### **2.4 Improving instruction of Principal**

Effective principals work relentlessly to improve student achievement by focusing on the quality of instruction. They help define and promote high expectations, attack teacher isolation and fragmented effort and they connect directly with teachers and the classroom (Portin et al., 2009). Effective principals also encourage continual professional learning. They emphasize on research strategies to improve teaching, learning and initiate discussions about instructional approaches both in teams and with individual teachers.

## **3. Teacher Leader**

### **3.1 The Need for Teacher Leaders**

The demands placed on today principals are very difficult to meet. Principals today are expected to be visionaries and competent managers as well as instructional leaders. Often, principals have one specific area of instructional expertise. Unfortunately, principals are expected to be experts in all areas, including that of curriculum and instruction. One solution to this problem may be the development of “teacher leaders” who are experts in teaching and learning and serve to help their colleagues develop more effective classroom practices that are translated into student academic gains.

### **3.2 Teacher Leaders and Student Achievement**

Very few empirical studies have been conducted on the effects of teacher leadership on student achievement. Though there is descriptive literature pertaining to teacher leadership styles, surprisingly, little is known about the impact of teacher leadership on student achievement. However, the research that has been done in this area has not revealed positive results of the impact of teacher leaders on student achievement. For example, Leithwood and Jantzi (1999) found in their study that teacher leadership had no effect on student engagement. York-Barr and Duke (2004) also found little evidence that teacher leadership increased student achievement. They did, however, state that teacher leaders were effective because they lead by preserving an emphasis on teaching and learning while establishing trusting relationships. Teacher leaders influence individual development and collaborative teams to improve teaching and learning within their schools.

### **3.3 Emergence of Teacher Leadership**

The concept of teacher leadership can be traced to the early 20th century. The foremost pragmatist, John Dewey advocated the concept of a collaborative leadership practice be advanced within institute to effectively educate all students. However, it is not surprising that due to the plethora of reform changes catapulted by NCLB (2002), the actual term teacher leadership did not begin to mobilize until the late 20th century. A preponderance of research has described the formation of teacher leadership as evolving in a series of waves [Pounder, 2006; Silva, Gimbert, & Nolan, 2000]. Subsequently, the first wave of teacher leadership to emerge is determined by the principal, an organizational arrangement included teachers as leaders such as the head of a department or grade level. Teachers are dependent on principals to award official titles of leadership [Pounder, 2006; Silva, et al., 2000]. The second wave focused on teacher leadership as instructional leaders. The second wave of teacher leadership is still closely associated to the organization and teachers as leaders are only given the authority to make informed instructional decisions at the discretion of the principal [Pounder, 2006; Silva et al. 2000]. The third wave of teacher leadership began to recognize teachers as professionals. It is a process of teacher advancement [Ponder, 2006]. This wave corresponds to the emerging transformational change in leadership. For the first time, teachers are

empowered to make decisions independent of leadership [Frost & Harris, 2003] and take the initiative to lead by mentoring new teachers, constructing professional development workshops and engaging collaboratively to improve instruction and student learning [Lambert, 2006]. As a result of the third wave of teacher leadership, **Pounder [2006]** described a fourth wave that is representative of the expanded role of teacher leadership whereby teachers have the freedom to lead – to lead within the organisation and beyond the organisation walls. The fourth wave seeks to promote teacher advancement and is still evolving today [Curtis, 2013].

### **3.4 The Concept of Teacher Leadership**

While it is understood that the term teacher leadership is still a work in progress, the study agrees with the following premise that teacher leadership “is a powerful strategy to promote effective, collaborative teaching practices in institutions that lead to increased student achievement, improved decision making at the institution and district level, to create a dynamic teaching profession for the 21<sup>st</sup> century”. From this perspective, the teacher leadership is more than a set of skills to be a leader. It endorses the concept that teacher leadership is about improving education, it is about designing curricula and instruction to leverage equity and educational opportunity for all students and it is about empowering teachers to become autonomous and “take the lead.”

## **4. Student Learning**

### **4.1 Accessing and Using Research to Improve Practice and Student Learning**

Continuous improvement in academic achievement is consistently the focus while the education administration continues to target teacher focused initiatives for improvement such as collaborative planning, assessment planning, staff development and assistance from instructional coach. Little is done with student engagement and motivation in assessment specifically. The purpose of initiative is to develop a solution that combats the problem of lack of achievement in performance by teacher leaders. This strategy will also address student involvement in the assessment process.

### **4.2 Advocating for Student Learning and the Profession**

The lack of prepared enrichment activities for students at will have a negative impact on both student engagement and participation. Students who are not individually sought out by teachers to make-up tests or complete missed assignments are allowed to leave campus or wait for the new task of the enrichment period. During this time, students typically sit in the bleachers and socialize or more often, play on their phones. However, the enrichment period also has the potential to provide educators within the college building a significant amount of autonomy concerning how they want to enhance the learning of their students. Alongside administrators and department heads, teacher leaders will create enriching activities designed to teach creative problem solving, pertinent life skills, and teamwork. These activities will span all grade levels and focus on a particular academic preparation for each session. The transforming approach creates significant change in the life of people and organizations. It redesigns perceptions, values and changes expectations and aspirations of teachers. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming teacher leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional teacher leadership are mutually exclusive styles. Transactional leaders usually do not strive for cultural change in the organization but they work in the existing culture while transformational leaders can try to change organizational culture.

### **4.3 The Student Customer Concept**

Recently, a senior executive at the London South Bank University, mediating on the intense British debate about students as customers, said, “Students are customers and I would challenge anyone to suggest otherwise [Mehrtens, 2016]. The progressive transformation of higher

education into a competitive market has placed the issue of attracting student customers at the centre of university management. The transformation of students into customers, although recognisable in almost all countries, seems particularly established in university systems set up as competitive markets, such as those in the United States, the United Kingdom and Australia. From the academic point of view, this new student customer and university provider scenario, which is especially typical in the United Kingdom, the United States and Australia whose higher education systems have been transformed into a competitive market with high enrolment rates, raises very relevant issues to the extent that it can mean a profound transformation of the relationships between students, faculty and institutions which has redefined academic culture.

### 5.0 Research Methodology

Assessment of the learning process is carried out using a qualitative approach in various spaces of the learning process which consists of specific group institutions, A qualitative research is understanding an issue or problem related to human existence. In this study, semi-structured interviews are used to explore participants perceptions of diversity, leadership and digital guidance during a reflection on the education. During the interview process, the question called up some standard views regarding leadership in times of technological change. Based on this, Table 2 shows a description of the demographic characteristics of the interviewees. The researchers sought to determine if there was a link between the academic achievement of college students taught by teachers and identified as teacher leaders and those teachers who were not identified as teacher leaders. The principal was given the criteria of a teacher leader and asked to make the selection of the teachers who would participate in this study. To ensure the principal had a deep understanding of the criteria, one of the researchers met with to discuss the questions in depth. Once the teachers were selected, the experimental group contained those students that the teacher leader instructed. The principal identified additional teachers that were non-teacher leaders. Therefore, the control group of students are those students being taught by a non-teacher leader. There were student participants in the control group and student participants in the experimental group. Student achievement was determined by comparing student EQT scores from professional courses. This included a total of 100 teachers. The teachers who were considered teacher leaders instructed the experimental groups and the teachers who were not considered teacher leaders instructed the control groups.

Groupings	Amount	Gender		Age (yrs)	Experience
		F	M		
Principal	10	5	5	40 - 56	>20
Professor	20	10	10	28 - 45	10 - 20
Associate Professor	30	15	15	38 - 52	5 - 9
Assistant Professor	40	20	20	40 - 50	1 - 4

**Table 2. Demographic data from qualitative interviews**

This study involves four types of participants. The first category is the principal; the second category is the Professor; the third is Associate Professor, and the last is the Assistant Professor. Study participants are selected according to pre-selected criteria relevant to the study. Study participants in this research were coded and the functional categories described have been employed. All the procedures were carried out according to institution instructions. In this study, semi-structured interviews were used to collect data. Participants were asked open-ended, semi-structured questions to allow more flexibility in asking more questions and to help them provide more information. All of the interviews took between 25 and 50 minutes to complete. The interviews were conducted online. The leadership theory guided the design of the interview protocol. The theory and model were adapted to meet the needs of higher



education. The interview protocol consisted of five main parts: Teacher leadership in higher education, lesson from the convention teacher learning and leadership in higher education, leadership and ICT in higher education, future demand for leaders and engagements with educational institutions in leadership.

## **6. Results and Discussions**

The following six phases have been used to evaluate data from interviews and observations, as well as a narrative form for writing a report, applying a systematic analytical approach [Braun V. et al 2006], [Braun V. et al 2013], [Braun V. et al 2014], [Braun V et al 2021]. The six phases start from introducing data to researchers, the coding phase, theme search, theme revision, definition and naming of themes and finally report writing [Braun V. et al 2006]. Although the six stages are arranged logically, it is noted that moving from phase to phase is not linear. The analysis is recursive and iterative with the researcher moving back and forth between steps as needed [Braun V et al 2021]. Based on this the study sought to find out how leadership could enhance learning in higher education, which were collected from leaders of educational institutions through interviews. The research (Bill and Melinda Gates Foundation, 2010) revealed that teachers have a larger effect on the academic achievement of students in disciplines. Therefore, participants in this study taught professional courses. The experimental group consisted of the students taught by teacher leaders. The control group included the students taught by teachers who were not identified as teacher leaders, and the students taught by teachers who were not identified as teacher leaders. In order to decrease bias, neither student participants nor teacher participants were made aware of the study. Specifically, this study sought to answer the question of whether teacher leaders had any positive effect on student academic achievement. The results indicated that students taught by teacher leaders performed better than those students taught by non-teacher leaders. Much of the previous research using quantitative data that examined the relationship between student achievement and leadership has been, at best, indirect (ROBINSON;LLOYD; ROWE, 2008). Therefore, it is interesting to note that in this study had large effect sizes, which further supports the idea that teacher leaders do have a great impact on student achievement in the professional courses.

## **7. Deep Insight Implications**

The research study supports the idea that teacher leaders have a positive effect on student academic achievement. However, since a foundational characteristic of teacher leaders is that great teacher leaders begin in their own classrooms with a deep content knowledge and pedagogical skill sit stands to reason that the teachers will have a much more significant effect on student academic achievement. Thus, Principal should consider leadership development for teachers that exhibit the characteristics of leaders, as their impact on academic achievement may be substantial. In addition, institutions of higher education should consider developing graduate teacher leadership programs for teachers that exhibit leadership characteristic and have a desire to be mentored in the area of knowledge and skills in teacher leadership.

## **8. Future Research**

It is recommended that future research perform similar studies to determine if teacher leaders could have a positive effect on students in regular education classes. This should include additional quantitative and qualitative measures. It is also suggested that future research include with varying ranges of ability.

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