

Teacher Leadership and Classroom Management for Quality Education

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Abstract: There is a similarity between teacher and leader where both play a vital role in managing and controlling the situation positively. A teacher is obviously a leader in the learning situation who shows his/her leadership quality through the proper management. The prime goal of a teacher is to ensure quality education which ensures overall sustainable development. However, its implementation cannot be imagined without academically skilled and sound teacher leadership. The main focus of this paper is to know the effectiveness of teacher leadership in managing classrooms, the challenges to implementation and the capabilities of government colleges regarding Bangladesh. In this study, secondary data and information have been used to understand the real scenario of teacher leadership in managing classrooms.

Keywords: Teacher, Leadership, Classroom-management, Education

1. Introduction

1.1 Status of Teacher Leadership in Managing Classrooms

This academic search will examine the effectiveness of instructional leadership in managing classroom in the government runs colleges in Bangladesh. At the present, movement of educational development, classroom management is a significant issue to ensure quality education. For achieving desired results from the education sector, the quality of education should be ensured first. It is known that the role of teachers is very much significant in administering the classroom and making the class productive. It is not possible to develop the classroom educational procedure and student learning effect without enhancing the efficiency of a teacher (Cheng, 1994). In my opinion, the effectiveness of a teacher is dependent on his skill and devotion, organizational support (Wasley, 1991), student learning outlook and social behaviour (Cheng, 1994). An educator who is skilled and academically efficient can manage the class effectively as a perfect teacher leader (Wasle, 1991). The students get help from those teachers who are intensively connected to the students. So, the detachment of a teacher and disengagement of a student is closely related that also hampers to manage the classroom (Schlosser, 1992). Organizational support means the institutional support in managing classroom. If the classroom remains well arranged in respect to seat capacity, electricity facilities and multimedia presentation then it becomes very easy to control a classroom through an educator leadership where students remain very attentive to the class. In the context of Bangladesh, there is no enough seat capacity in most of the colleges compared to the number of learners. So, from very

beginning of their classes, the learners gather an unexpected experience and gradually become reluctant in their classes. An educator also becomes demoralized and incapable of inspiring them to come to the classes regularly because of a limited number of seats. Thus, in managing classroom, the educator leadership cannot play the desired role. On the other hand, student learning attitude and social behaviour are so significant for educational achievement (Cheng, 1994). But in the context of Bangladesh, learning attitude of learner and social behaviour are not always positive. So, a teacher leadership can bear no fruitful result in managing classroom to ensure quality education. But if they get a chance, they will be able to build up the future generation according to the desire of a nation.

1.2 Development of Teacher Leadership in Managing Classroom

A leader can manage his followers due to his leadership quality. Such as, humour can be considered a valuable part of the quality of a teacher because it is a valuable teaching technique to establish a learning friendly classroom environment (Kher, Molstad and Donahue, 1999). The teachers are also a leader in their classrooms. If they have quality, management of classrooms will be easy. So, teacher leadership is needed to be developed for the improvement of educational atmosphere. Theo Wubbels (2011) showed that an educator leader can connect the learners in a significant academic atmosphere and it assists his pupils for being social, moral and honest in their lives. Socially and morally developed learners obey their teachers always and can shine their lives. Frost and Durrant (2003) explained that there are four arguments for a concentration on teacher leadership. These are the school effectiveness argument; the school improvement argument; the teacher moral and retention argument and finally, the democratic value's argument. All these are closely related to the improvement of quality teaching. It is known that an educator leader can educate the learners effectively and for better feedback a teacher leader gives them extrinsic rewards and inner inspiration. Properly motivated learners always help the educators in managing classroom. The educator in our society tries to motivate the learners to create a learning atmosphere which will make a meaningful social interaction (INTASC, 1992).

2. Literature Review

Here, I would like to study some research reports investigated by different researchers to get clear conception about teacher leadership and managing classroom.

2.1 Teacher Leadership

There is a debate to define teacher leadership though it was supposed to be an essential issue recognized by all. Many of parents, educational administrators and even the teachers of our society don't recognize teacher leadership (Wenner and Campbell, 2017). But different authors define teacher leadership in different ways. On the other hand, Wasley (1991) revealed that the teacher leadership is the capability of the teachers that encourage other teachers as a teacher leader. Achieving this leadership quality, one can handle the classroom well, and the students can enjoy a significant class. Examining the work of three outstanding

teacher leaders, she showed that their success depends on their experience. In the study, she mentioned some dilemmas faced by the teachers those are not critically discussed. Boles and Troen (1994) added more and said that teacher leadership is a combination of some qualities. Practicing these qualities with their colleagues, a teacher can develop expertise gradually. They have again noted that a teacher leader works within and outside of the classroom and thus a teacher leader becomes a powerful leader and learner at a time. They have tried to emphasize on collaborative work for achieving quality of teacher leadership.

Frost and Durrant (2003) mentioned that Teacher leadership is frequently talked on short-term and long-term management roles. Short-term management role refers to a chair of a working party and long-term management refers to sustainable development of education assured by the teachers. Without the direct engagement of teachers, implementation of quality education will not be possible. In addition to that Muijs and Harris (2003) paid their attention to define teacher leadership focussing empowerment and mutual and collective efforts which are also closely related to the distributed leadership theory. They again tell that all institutional members also can achieve leadership quality. Their study also focuses the way of distributed leadership working in school and the way of distributed structures of leadership that can be improved for the development of school.

2.2 Teacher Leadership in Managing Classroom

Cheng (1994) said that without enhancing educator efficiency, classroom educational procedure and student educational outcomes are impossible. A classroom is considered a small social association where class educator and learners are considered leader and followers respectively. In the study, the researcher has tried to focus on organizational behaviour, social interaction between educators and learners, effective leadership and students' performance to handle the classroom meaningfully. According to Darling-Hammond, Bullmaster and Cobb (1995), learning is a great deal to the educator leaders who try to make the learning possible for others. But sometimes, a teacher leader makes a new identity as a leader that hampers educational process at all. Such teacher leader thinks himself different from his/her colleagues. As a result, a complicated, stressful and problematic situation is created. Wenner and Campbell (2017) showed that a teacher leader can guide school by teacher collaboration, empowering teacher learning, centering on content-specific subjects and spreading best practices. Analyzing the literature of Freiberg, Huzinec, and Templeton (2009), the researchers state that a teacher leader influences not only students and teachers but also influences the entire school, community, and profession. A teacher leader should have capability to manage the classroom since the classroom management is the janitor to student learning. Marzano and Marzano (2003) opined that the best job of a classroom educator is managing the classroom effectively and the success of the learners is mostly dependent on this classroom management. They have also focused that learners cannot gather

knowledge in a disorganized and poorly managed classroom. Their study underpins the significance of classroom supervision. The educators, who are much closer to their learners maintaining their personality, can monitor the students and become a friend, guide, and mentor concurrently.

2.3 Review of Related Studies

Reviewing related literature is important to do any research. There are some related studies which can help understand the topic clearly.

According to Yuen (2015) most of the researches have been conducted on teacher leadership absolutely in primary and secondary schools. He has tried to examine how the role of teacher leaders was visualized within recent school leadership models. He showed that for creating a secure environment, teacher leadership can play a vital role. Aliakbari and Sadeghi said that teacher leadership is considered as a key alternative for the development and reformation of a school. They have tried to examine the practice of teacher leadership in some sampled Iranian schools. The objective of the study was to show the perceptions of teacher leadership practiced in the schools. From the study, it is also seen that how the perceptions of teacher leadership are influenced by some variables like age, sex, teaching experience and school level.

A large number of literatures (from 1980-2004) reviewed by York-Barr and Duke (2004) showed that what is broadly measured to do an influential literature review about educator leadership. Depending on seven questions based on definition, function of educator leader, identity of educator leader, pre-condition of educator leadership, preparation of educator leader and the effects of teacher leadership, they have tried to organize their findings. Sebastian, Allensworth and Huang (2016) focused on principal and teacher leadership in their study. They said that principal and teacher leadership are separate but interrelated. There is a directional relationship between these two. In their study they explain the processes how principals' persuade on teaching and how the success of a student is reconciled through teacher leadership.

Frost and Durrant (2003) mentioned that teacher leadership is more comprehensive in respect to management responsibility. Learning centred development work is focused by it in which teachers play strategic role to develop the quality of educating and learning. They also added that teacher leadership is involved with actual power sharing. For supporting teacher leadership, descriptive cases and proposals for strategies are included in their articles. Cheng (1994) said that if the teachers put emphasis on task oriented achievement neglecting human relations with learners, their leadership will be basically task-oriented. To measure initiating structure (IS) and consideration (CN), the researcher developed a tool named Leader Behaviour Description Questionnaire (LBDQ). This instrument can be used to identify the provision of companionship, mutual trust and honour, connection between the pioneer and members of the group. Greenlee (2007) stated that collective action to change school successfully and develop student

learning will be impossible if the concept 'teacher leadership' remains ambiguous. As a vital aspect of successful school and teaching profession, teacher leadership has been advanced. The results of the study show that teacher leaders achieve qualification and skill because of professionalization. Greenlee gave importance on professionalization for success and development of a school.

Wenner and Campbell (2017) reviewed a handsome amount of literature on teacher leadership to know the definition, effects and facilitating factors of teacher leadership and to know how teacher leaders are prepared. The findings of their paper were (a) teacher leadership focuses on the roles of a teacher outside and inside of the classroom (b) a number of studies are not always hypothetically grounded; (c) due to marginalizing or empowering teacher leaders, norms, and school structures are so important; and (d) the number of teacher leadership research is very poor.

2.4 Effectiveness

In managing classroom, teacher leadership is a vital issue that has an effective role. It is mostly dependent in managing classroom and besides managing the classroom a teacher leader also plays the certain duty for the overall development of the students. According to Frost and Durrant (2003), the teachers should not limit their concentration only to their individual classes avoiding holistic responsibilities because the teacher leadership features numerous impacts on the people of the society. Wubbels (2011) opined that students' assumption of accountability and Teachers' effectiveness in managing classroom support each other jointly. Wubbels' paper has analyzed various teacher classroom management strategies which are needed especially for the fresh teachers to manage the classroom well.

According to Sebastian, Allensworth and Huang (2016) teacher leadership can be effective by delegating authority and empowering teacher. In true sense, we can say that an empowered teacher can manage the class and make the class fruitful. The findings of their paper suggest that teacher leadership is used by the effective principals to develop the school learning environment. Cheng (1994) explained that the impact of teacher leadership is not so direct on academic success rather it may influence student learning approach and social behaviour and can influence academic success finally. Cheng (1994) also added that teacher leadership affects educational performance potentially in the individual and the group level. Katzenmeyer and Moller (2001) demonstrated that for maximizing students learning, teachers should take more responsibility in changing school as a teacher leader. The teacher leaders themselves are also influenced by the effects of teacher leadership and four general themes mentioned in the study are taking stress, changing relations with fellow men and management, increasing interest and particular development and increasing leadership aptitude. With these qualities, a teacher leader can manage a class perfectly.

2.5 Challenges to Implementation

Hammerness (2011) said that newly appointed teachers are given especial emphasis for training in classroom management in the USA. The success of classroom management is highly dependent on the early practice of a newly appointed teacher. So, for early entry candidates, coursework is mandatory in managing classroom. In such ways, a newly appointed teacher gets opportunity to learn practically gathering foundational and practical knowledge. Freeman, Simonsen, Briere and MacSuga-Gage (2014) opined that teachers need to receive classroom management skills to conduct the class effectively but unfortunately; most of the teachers do not receive adequate training in classroom management before starting their journey in the teaching field. So, the newly appointed teachers remain unprepared to control the undesired behavior of the students and cannot fulfill the demand of the students managing classroom well. Freiberg, Huzinec and Templeton (2009) described that the management of classroom is a matter of concern for those educators who are engaged in youth education and it is also a growing challenge for the most teachers in all geographic locations. They have also found that the classroom atmosphere plays an important role to create positive and helpful conditions for overall teaching and learning. Teacher leadership in managing classroom and students' involvement in managing classroom is interrelated to ensure quality education. Braden and Smith (2006) illustrated that classroom misbehavior is one of the challenges in the 21st century to managing the classroom. There are two types of teachers (introvert & extrovert) who manage the classroom depending on their personality. Our teacher leaders sometimes face difficulties to manage the classroom because of these disruptive students but I think, these disruptive students may be controlled with the right goals, preparation, and techniques.

2.6 Suggestion

Ovando (1994) illustrates that the success of an educational organization is mostly dependent on the implementation of teacher leadership and the success of an individual teacher is also dependent on giving more time to act as a team with their partners. In the study, giving more time has been emphasized for getting more success. Seashore-Louis et al. (1996) have come to an agreement in this regard. Katzenmeyer and Moller (2001) said that for a teacher's adaptation to the new roles, mentoring, workshops, action research and collaboration among different groups need to be included. Here, the authors have emphasized on the way for a teachers adaptation. Clemson-Ingram and Fessler (1997) demonstrated that teachers' self-confidence is important, which helps the teachers to build up their capability. For teacher leadership, structured programs of collaboration need to be set up. Little (1995) illustrated that secondary teachers depend in mediating organizational and mutual effort on their teaching. She emphasized on mentoring, peer coaching, mutual reflection and observation for effective teacher leadership.

3.1 Teacher Leadership in Managing Classrooms in Government Colleges

In managing classrooms in government colleges in Bangladesh, teacher leadership obviously can play a vital role through which quality education can be assured. With the teacher leadership, authority also plays the vital role in this regard. Teacher leadership and authority are interrelated in respect to managing the classroom and student learning (Sebastian, Allensworth and Huang, 2016). Because of poor facilities, social dignity and job satisfaction, a lot of talented teachers leave this profession. As a result, qualities of teaching and student outcomes are being hampered (Tartwijk and Hammerness, 2011). At the same time, considering the limitations if the teachers can pay their full attention with sincerity, interest and devotion then the classroom management will be very easy in government colleges of Bangladesh.

3.2 Advantage of Implementation of Teacher Leadership in Managing Classrooms

In this modern era, for the development of a country, the development of education gets the first priority and to develop educational system, teacher leadership in managing classroom should be developed. According to case study - 1, reading is very vital to develop teacher leadership to learn classroom management techniques and teaching techniques. Sadika and Akbuluta opined that a skilled teacher can manage the class within very short time. Muijs and Harris (2003) said that all teachers are capable to be leaders, but it doesn't mean that all teachers will lead outside of their classroom. They want to generate knowledge by doing a study in their classrooms. The government colleges can be benefited using these enthusiastic teachers and implementing teacher leadership in managing classrooms to ensure sustainable development friendly education. If we can implement teacher leadership in managing classroom in Bangladesh, students will be interested and regular in the classrooms and students' absenteeism will be reduced. When the students will be regular; their behaviour will gradually be changed positively. Thus, the relationship between teachers and students will be developed. Because of healthy teacher student relations and interactions, education friendly environment will be created that is important for quality education. Besides this, early training will help to newly appointed teachers to manage the classroom perfectly. Because of early training, newly appointed teachers will be expertise and effective on curriculum and classroom management techniques and will achieve managerial capabilities. In this way, quality education will be ensured in the Government Colleges of Bangladesh.

3.3 Analysis of Implementing Teacher Leadership in Managing Classrooms

For the implementation of teacher leadership in managing classroom, some key points can be focused on the basis of previous discussion. Devotion to the job, positive attitude towards students and becoming students friendly may help to implement teacher leadership in managing classroom. Besides this, soundness of academic knowledge of a teacher should be especially considered implementing

teacher leadership for getting the highest benefit. On the other hand, to get a benefit from teacher leadership, organizational support is very essential. Uninterrupted electricity facility, technology oriented equipments (like-laptop, multimedia projector), sufficient classroom, sufficient teachers, accommodation facility according to the number of students, essential materials related to the classroom can be considered in this regard. Connecting the students with the meaningful academic environment (Theo Wubbels, 2011), teacher leadership can be implemented. Proper motivation, socialization from family (Muijs and Harris, 2003), Social behaviour (Cheng, 1994), empowerment of teachers and enhancement of teachers' effectiveness (Muijs and Harris, 2003) are considered essential that can help to implement teacher leadership. Early training program for newly appointed teachers is another important factor in this regard. If a newly appointed teacher gets this opportunity, the quality of the class will be assured. Concurrently, presence of students should get especial consideration. Finally, in broader sense, following Frost and Durrant's (2003) four arguments (school effectiveness, school improvement, the teacher moral and retention and the democratic values) can be followed for getting desired benefit from teacher leadership in managing classroom in government colleges of Bangladesh.

3.4 Capabilities of Government College in Implementing Teacher Leadership in Managing Classrooms

Though the Government Colleges of Bangladesh have a lot of limitations to implement teacher leadership in managing classroom, these colleges have some capabilities as well. Recently appointed large number of teachers can play the vital role to implement the teacher leadership in managing the classroom if they are properly utilized by the authority. The newly appointed teachers are so young, energetic and enthusiastic. They have devotion to the profession as well. Concurrently, there are a large number of experienced skilled teachers working in the Government Colleges in Bangladesh. If the authority wants to utilize their skill and experience, the aforementioned purpose obviously will be served. The importance of modern technology is recognized almost all the Government Colleges because education related information can be delivered to the students and teachers easily within short possible of time. So, the application of modern technology will help to increase the capabilities of Government Colleges. There is a reputed training academy (NAEM) to provide training to the college teachers to make them as a teacher leader. It can be said that a teacher leader always concentrates to manage the classroom and try to make a bridge among the students and teachers for making the class fruitful, and the managing classroom helps to develop the skills and effectiveness of a teacher. Though NAEM has some limitations to provide sufficient training but appointing some scholars from home and abroad, the capability of NAEM can be enhanced.

3.5 Overcoming the existing Challenges

A teacher leader faces a lot of challenge like- inappropriate behaviour in the classroom, effective use of time during lessons, big size classroom, lack of modern facilities, unhealthy classroom environment etc. Among these, inappropriate behaviour (Barden and Smith, 2006) is a big challenge to manage a classroom. A teacher leader can manage the classroom imposing some powerful preventive components like rules and routines which can control the inappropriate behaviour of the students (Colvin, Kame"enui, and Sugai, 1993). Effective use of time during lessons is another challenge to the implementation of teacher leadership to manage a classroom properly (Tartwijk and Hammerness, 2011). Observation shows that because of high pressure of examination and answer sheet evaluation, to give enough time for preparing the lesson well, are big challenges for Bangladesh for implementing teacher leadership. In Bangladesh, desired number of classrooms is unavailable following the number of students. So, in between two classes, both students and teachers are to wait for their class and thus, both teacher and student loss time from the schedule time. Besides this, the size of a classroom is big following the number of the students. Teachers cannot make satisfied to the students because of the big size of class. In the Government Colleges of Bangladesh, some teacher leaders stepping out of the boundaries of the classroom represent a new identity. They think differently about the common teachers and change their working style in the institution. Obviously, this process is complicated, stressful, problematic and challenging. Because of lack of institutional capabilities, the teachers of the Government Colleges do not get enough training facilities. Only, National Academy for Educational Management (NAEM) provides training programs that are so insufficient. We can face above mentioned challenges giving enough time to the students, motivating the students properly, providing enough training, more classrooms and teachers. Finally, the authority should pay the prime attention to face these challenges for ensuring quality education.

4. Conclusion

The findings of the study implicated that the development of a country is mostly dependent on the quality education of that country and to ensure that quality education, student learning should be in an appropriate way. The three key concepts (Teacher leadership, classroom management and quality education) of this study are highly interrelated. Without befitting teacher leadership, perfect classroom management, to achieve the goal, is impossible and quality education cannot be assured. Again, the attainment of students depends on quality education and that is interlinked with the sustainable development of a country. To ensure quality education, a teacher should be skilled and academically sound and instructional leaders with above mention trait can manage the class properly. An educator like this obviously becomes students friendly. A good teacher is always having sincerity, devotion and positive attitude. Positive attitude of a teacher towards students helps to build up an effective communication between the teachers and students. From the above analysis, it can be argued that organizational support is very essential to

develop teacher leadership quality in managing classroom. At this juncture, organizational support means, providing all types of facilities along with different training programs. In the third world country especially in Bangladesh, the facilities of the teachers are not available compared to developed countries. Teachers are considered less empowered and less dignified. Then, a teacher is unsatisfied to be a teacher leader in managing classroom. Reviewing some literatures, related to this investigation, the inference can be drawn that active engagement with teaching procedure can help an educator to be a teacher leader and a teacher leader applying his/her techniques can manage the classroom well and make the lesson students' friendly. The teacher leaders are always self-confident, dynamic and because of their self confidence dynamism, they can control the situation, managing the classroom and gradually they become the teacher leaders. The teacher leaders can make a bridge between teacher leaders and students. Their constructive mutual interactions play the vital role in managing the classroom.

The success of a classroom management is largely depends on some aspects. Among these, the training is most important. In Bangladesh, when the teachers are appointed in a Government Colleges, they get a chance for four months' mandatory foundation training course which helps the teachers to be a teacher leader however observers thought that it is less than enough. Sometimes, a teacher leader is considered as a role model to the students. The students follow that teacher in their daily life as their guide, mentor and philosopher. Thus, the students can remove their timidity and be friendly with the teachers. Then, teaching and learning process becomes very effective both for teachers and learners. A teacher leader always thinks a student friendly teaching method to address the demand of the learners in the classroom and becomes a risk taker and visionary. His/her mission and vision is to develop the educational qualities of the students overcoming all types of obstacles faced during his/her professional life so that the quality education can be guaranteed for the sustainable development of the country.

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