"Relationship Between Teacher Leadership and Capacity Building of Teachers in Public Universities of Balochistan"

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KEY WORDS	ABSTRACT

Teacher Leadership; Capacity Building; Public Universities; Balochistan

Teacher leadership plays a vital role in teachers' capacity building. However, little empirical research has been done in Pakistan in this area. This study investigated the relationship between teacher leadership and capacity building of public university teachers from Balochistan, Pakistan. For Teacher Leadership, this study was based on Angelle and DeHart's (2010) four-factor model including, 1) Sharing Leadership, 2) Sharing Expertise, 3) Supra-Practitioner, and 4) Principal Selection as its sub-factors. For this study, correlation research design was adopted. A total of 320 teachers from 8 public universities were selected through simple random sampling as a sample. Teacher Leadership Inventory (TLI) of Angelle and DeHart (2010) was adopted with permission while the items of Capacity Building were developed from review of literature. The results indicate that the there is a strong and positive relationship between teacher leadership and capacity building. In terms of four factors of the teacher leadership and capacity building, the correlation between sharing leadership and capacity building was strong and positive. the correlation between sharing expertise and supra-practitioner with capacity building was moderate positive while the relationship between principal selection and capacity building was weak and positive with value.

Introduction

Education is being considered as an important instrument for equipping individuals with the knowledge, skills, and competencies required for competing internationally. Among all other education levels, the higher education or tertiary education is considered as the most important level for producing creative human resource with 21st century skills (Malik & Jumani, 2014). Therefore, different countries have taken initiatives to transform their higher educational institutions.

Government of Pakistan also aspires to transform its higher education institution in order to respond to the changing economical and societal needs. Since 2002, Government of Pakistan has taken various initiatives to transform its higher education. In this regard, Higher Education Commission (HEC) was established to facilitate universities by enhancing the quality of higher education through use of information and communication technology, research and innovation. Among other initiatives, one important initiative was the establishment of the National Academy of Higher Education (NAHE). The National Academy of Higher Education (NAHE) is working since 2002 to enrich the quality of teaching, governance, and leadership of university faculty and administration staff through capacity building programs. For this purpose, various short-term and long-term capacity building programs have been introduced to improve the quality of faculty members.

The struggle of Higher Education Commission of Pakistan continues, as recently its 2025 vision has been developed to reform and transform higher education institutions. The vision 2025 aims transforming universities through incorporating technology, research, quality assurance, higher order thinking skills and leadership skills via up-to-date teaching strategies and curricula and collaboration with university members and industry (Higher Education Commission of Pakistan, 2017).

It is clear that HEC gives considerable attention to the teachers' capacity building in teaching, research and leadership. It has also been noticed by Malik and Jumani (2014) because, improvement and change is not possible without improving the quality of teachers (Hall & Simeral, 2008).

Although capacity building of faculty members has remained one of the main focuses of HEC since its existence, the improvement in capacity of university teachers has remained a challenge (Malik & Jumani, 2014). Scholars from Pakistan have used their own perspectives to find the factors that can contribute in teachers' capacity building. The role of teacher leadership in capacity building of university teachers cannot be ignored. Teacher leadership improves the performance of teachers and helps in capacity development (Lambert, 1998).

Moreover, internationally, the majority of the studies on teacher leadership have been conducted at school levels. According to researcher's

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knowledge the studies on teacher leadership are scarce in Pakistan generally and particularly in Balochistan. Additionally, previous researchers have conducted qualitative studies on teacher leadership (Margolis & Doring, 2012; Shillingstad et al., 2014; Silva et al., 2000) There is a decisive need of studying both constructs together via quantitative research approach (Angelle & Teague, 2014a).

Thus, this quantitative study aimed at investigating the relationship between teacher leadership and capacity building of teachers at public universities in Balochistan. Moreover, this study also investigated the relationship between four factors of teacher leadership and capacity building of teachers at public universities in Balochistan

Conceptual Framework and Hypotheses of the Study

Teacher leadership includes both formal and informal roles assigned or performed by the teachers. For teacher leadership, Angelle and DeHart (2010) proposed a four-factor model including, 1) Sharing Leadership, 2) Sharing Expertise, 3) Supra-Practitioner, and 4) Principal Selection. Shared leadership includes university leaders' practices to involve teachers in leadership via shared decision making, shared problem solving and shared vision and goals. It is also based on teachers' willingness to accept and participate in leadership roles. The second factor is sharing expertise which involves the capacity and skills of teachers and their ability to further share and cascade their

expertise, skills and experiences among other teachers. The third factor Supra-Practitioner indicates teachers' ability to go beyond the roles and duties assigned to them or accept the responsibilities and duties that other teacher refuse to do. The last factor principal selection means the teachers have been selected by the university leader to perform certain leadership roles.

In this study, the relationship between these four factors of teacher leadership and teachers' capacity building was investigated. Teacher leadership has been regarded as an important factor effecting teachers capacity building where teachers assist and help their fellow teachers in professional development, learn by doing
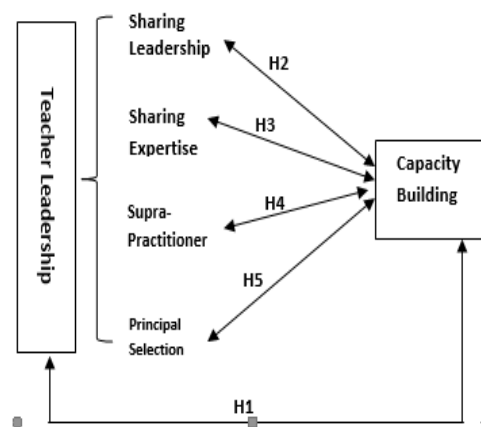
things practically, and participate in different meetings and programs (Angelle & Teague, 2014b). Figure 1 below shows the conceptual framework of the study:

Figure 1: The Conceptual Framework of The Study

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Based on the conceptual framework of the study, following were hypotheses of the study.

1. There is positive relationship between teacher leadership and capacity building in public university in Balochistan.

2. Sharing leadership and teachers' capacity building are positively correlated in public university in Balochistan.

3. . Sharing expertise and teachers' capacity building are positively correlated in public university in Balochistan.

4. Supra-Practitioner and teachers' capacity building are positively correlated in public university in Balochistan.

5. Principal Selection and teachers' capacity building are positively correlated in public university in Balochistan.

Literature Review
Teacher Leadership

The idea of teacher leadership, which has its roots in the professional movement of teachers, was first introduced in the early 1980s (Cooper et al., 2016). Whereas, over time, the idea of "Teacher Leadership" has evolved significantly from the old model of teaching, which focused solely on facilitating classes, to a position that extends beyond the classroom (Wynne, 2001; Zinn, 1997). Currently, educators believe that teachers plays a central role in education system (Egbo, 2011). Teachers are now more involved in decision making at educational institutions beyond their class responsibilities (Zinn, 1997). However, the notion is separate from administrative concept. Coyle (1997) has also considered the distinct difference between administrative concept of leadership, which performs a top-down hierarchical mode and teacher leadership as a mode of capacity building, shared decision making, team work.

Teacher leadership has different alternative terms which are included in the domain of teacher leadership, such as curriculum developer, coordinator, counsellor, trainer, head teacher, research director, subject specialist, and many more, defining the term precisely also seems to be a difficult notion (Neumerski, 2013). According to Cooper et al. (2016), The term "teacher leadership" can be defined differently by researchers and institutional contexts depending on how and where it is utilised. But everyone shares the opinion that teacher leadership happens and makes a significant contribution to the improvement of the institution, with all of its components and variables having an impact outside of the classroom as well as inside.

Zhao and Zhang (2022) investigated the teacher leadership behaviour of class teachers in China. They found that among democratic, autocratic and laissez-faire leadership behaviours, class teachers demonstrate democratic leadership behaviour to direct their students, guide them, make them able to learn independently and self-motivated. However, Katzenmeyer and Moller (2009) stated that teacher leaders lead not only within the classroom with students but

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also exercises capacity building beyond the classroom. Thus, indicating that teacher leadership involves a broader scope.

Wenner and Campbell (2016) claimed that this is also due to the fact that research on teacher leadership is a relatively recent development. Leadership among teachers extends outside the classroom. This is essentially an effort to enhance the process of teaching and learning. They added that there is a tonne of material on student-related concerns and learning levels, but very little on the effects of teacher leadership on instructors and other teachers in educational institutions. Without a question, the educational community today views teachers as professionals with agency (Campbell et al., 2018).

According to Swanson et al. (2011), teacher leadership does not involve any formal duty rather it involves the skills and knowledge delivering to other colleagues as well as institution. However, teacher leadership is not just about helping students succeed; it's also about helping instructors grow by incorporating innovation into their work (Lord et al., 2008).

The topic of teachers' leadership has gained much attention from the last two decades, however, this consideration is observed from the western countries. Although the notion is being researched in Pakistan, just a few studies have been conducted with context (Ali, 2014; Rehman, 2011). Compared to distributed or shared leadership techniques, the

promising outcomes of teacher leadership have garnered more attention (Spillane, 2006).

Teachers' Capacity Building

The word capacity refer to the power of something (an individual, institution or system) (UNDP, 1998). According to Malik and Jumani (2014), capacity building refers to knowledge, skill and attitude development of any individual. The term "Capacity building" related to educational institution, is composition of different resources in an organizational. Among these, human resources are active and play central role in development of capacity. Moreover, these resources which are interactive in nature, and which ultimately support bringing reforms in institutional and instructional change for student's learning (Cosner, 2009). Educational institution with capacity building can be effective and bring positive change in development of institutions (Harris, 2001). Because an education system can be high performing with one of the key features, which is constant teacher and teaching quality improvement (Harris, 2011).

According to Bruce King and Newmann (2001) the basic concept of educational institution capacity offers explanation of how to improve teaching and learning therefore, first it includes teacher capacity building in form of knowledge, skill and dispositions. Teacher plays centripetal role in educational institution development because teacher as prime movers directly assist educational goal accomplishment by implementing on

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teaching and learning process. For Malik and Jumani (2014) teacher capacity building is a life-long process and it is important to maintain the high standards for excellence in skills and enhancing knowledge. Because capacity building directly assists their professional development throughout career (Johnston & George, 2018). This demand of continuous teacher capacity improvement can handle in a pertinent way to the classroom of today (Duze, 2012); because conditions for student learning depends largely on classroom change (Cosner, 2009). According to Harris (2001), one of the most important conditions for capacity building in an institutions is collaboration of teachers because internal features of institution build the capacity for development and change. This collaborative atmosphere is generated through social relations among teachers as a dimension for capacity building of institution (Cosner, 2009); which leads to gain student achievement (Bruce King & Newmann, 2001).

Methodology

This section provides a glimpse on the methodology that was used in this study. It explains the philosophical lens, research approach, research design, data collection tool, sampling and data analysis.

Research Philosophical Paradigm

There are four main philosophical paradigms in educational research as positivism, constructionism, pragmatism, and advocacy/participatory (Creswell, 2003). Positivism approach is appropriate for quantitative studies that aims empirical observations and measurements as well as theory or model verification (Creswell, 2003). Positivism approach also suggests that there are always causes that produce certain effects or outcomes. Thus, this study was based on positivist knowledge claims as it was the most appropriate paradigm.

Research Design

Researchers can adopt different research designs within quantitative and qualitative approaches. In quantitative research approach, experimental, quasi-experimental, survey, correlational are some of the main research designs used (Creswell, 2012). The designs are adopted based on purpose and objectives of the study. For this study, correlation research design was adopted to investigate the relationship between teacher leadership and capacity building of university teachers in Balochistan.

Targeted Population

The population of the study included all teachers or faculty members from all public universities of Balochistan, Pakistan as these all have same characteristics.

Sampling Technique and Sample Size

In this study, the sampling technique was based on simple random sampling where every individual has an equal chance of being selected and the biasness of population would be distributed

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(Creswell, 2012). The list of all academic faculty members with or without administrative roles were taken from each universities and then randomly 60 teachers were proposed to be selected as sample of the study from each university. However, data among the universities varies because some of the universities were newly established and number of faculty members were less as compared to other universities. Secondly, some of the data of the respondents were deleted during data cleaning. Table 1 below shows the list of universities in Balochistan with sample size.

Table 1: The list of Universities of Balochistan and Sample Size
Tools for Data Collection

For teacher leadership, the researcher adopted the 17 items of Teacher Leadership Inventory (TLI) of Angelle and DeHart (2010) with permission. The items of Capacity Building were developed from review of literature. both parts were five-point liker scales.

Data Analysis

The data analysis of the study SPSS 26 version was used for data cleaning to handle missing data and outliers. At the second stage, correlation coefficient was calculated to find out the relationship between teacher leadership and capacity building of university teachers.

Results

S/No	Name of University	City	Sample size
1	Balochistan University of Information Technology, Engineering and Management Sciences	Quetta	50
2	University of Balochistan	Quetta	54
3	Sardar Bahadur Khan Women's University	Quetta	41
5	Balochistan University of Engineering and Technology	Khuzdar	45
6	Lasbela University of Agriculture, Water and Marine Sciences	Lasbela	57
7	University of Turbat	Turbat	36
8	Mir Chakar Khan Rind University	Sibi	37
	Total Sample Size		**320**
9	University of Loralai	Loralai	For pilot study

Table 2 below represents the correlation between teacher leadership and capacity building collectively. While Table 3 represents the relationship between four factors of teacher leadership as 1) Sharing Leadership, 2) Sharing Expertise, 3) Supra-Practitioner, and Principal Selection with capacity building.

Table 2. Correlations between Teacher

		Capacity Building	Teacher Leadership
Capacity Building	Pearson Correlation	1	.694**
	Sig. (2-tailed)		.000
	N	320	320
Teacher Leadership	Pearson Correlation	.694**	1
	Sig. (2-tailed)	.000	
	N	320	320

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

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Leadership and Capacity Building
Table 3. Correlations between Teacher Leadership Factors and Capacity Building

	Capacity Building	Sharing Leadership	Sharing Expertise	Supra Practitioner	Principal Selection
Capacity Building	1				
Sharing Leadership	.683**	1			
Sharing Expertise	.548**	.711**	1		
Supra Practitioner	.541**	.641**	.460**	1	
Principal Selection	.373**	.454**	.354**	.371**	1

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

The results indicate that there is a strong and positive relationship between teacher leadership and capacity building with correlation coefficient .694. In terms of four factors of the teacher leadership and capacity building, the correlation between sharing leadership and capacity building is strong and positive with correlation coefficient .683. the correlation between sharing expertise and supra- practitioner with capacity building is moderate positive with correlation coefficient .548 and .541 respectively. While the relationship between principal selection and capacity building is weak positive with value .373 correlation coefficient.

Discussion

Teacher leadership includes both formal and informal roles assigned or performed by the teacher. Results of this study from Table 2 and Table 3 show that overall teacher leadership along with its four factors are positively correlated with teachers' capacity building in public universities of Balochistan. Thus, all hypotheses are accepted.

Teacher leadership is a collective effort for the professional development and capacity building of university teachers as higher educational organizations demand more democratic and shared practices. Secondly, 21st century institutions especially universities work as social organizations or open social systems where autocratic leadership is ineffective. Such organizations, necessitate more shared and participatory leadership practices (Waheed et al., 2017). Such participatory and shared leadership greatly influences teachers' capacity building because university teachers work collectively, share responsibilities and make decision together. Angelle and Teague (2014) claim that shared leadership practices empower and develop teachers and improve their skills. Therefore, in this study, the correlation between shared leadership and teachers' capacity building in public universities of Balochistan was stronger as compared to other factors.

In addition to this, universities have turned into learning organizations. Professional learning communities are being established where teachers learn from each other through collaboration, supporting, empowering and promoting each other, learning and progressing together (Bullough & Baugh, 2016). In such communities, some teachers take roles of leaders and share their

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experiences, skills and best practices. Not only their but also make arrangements for learning by involving other teachers. Therefore, For capacity building of the teachers, sharing expertise via professional learning communities is being considered as a central component (Johnston & George, 2018).

Similarly, a teacher as a leader goes beyond her/his defined responsibilities and works after university timing to does his/her own works, helps and guides other faculty members and also administers (DeHart, 2011). Some of effective teacher leaders even work after their prescribed duties and time with parents of the students in order to engage them for the betterment of their children and over all institutions (Lopez et al., 2001). This supra-leadership factor was also correlated with university teachers' capacity building as they support, empower and guide their peers which usually is not included in their prescribed duties.

The findings of the study showed that the relationship between principal selection and teacher capacity building is positive however weak. Principal selection stands for leadership roles and responsibilities assigned to specific teachers by the head of the intuition. University faculty members are usually assigned the leadership tasks of head of the departments, coordinators of specific programs, events or bodies, semester coordinators and directors by the university higher authorities. This type of leadership is considered as in-group leadership where some of the teachers consider themselves out of the group and

may feel resentment towards principal selected members (DeHart, 2011). Angelle and Teague's (2014) findings also indicated that those districts where teachers perceived lower means on principal selection, they perceived higher means on shared leadership. For them, teachers who believe their institution empowers and develops them are unlikely to think similarly about a setting where the principal retains control over individuals who carry out leadership responsibilities. Thus, principal selection has a weak relationship with teachers capacity building and therefore university leaders should involve a wider range of faculty members in leadership task in order to maximize the effects of teacher leadership on their capacity building (Angelle & Teague, 2014b).

This study has some limitations as well. Firstly, for this study, the data was collected from the main campuses of the public universities of Balochistan. Future researchers should also involve the private universities and sub-campuses of the public universities. Secondly, this study was based on quantitative data. In order to investigate the relationship between teacher leadership and teachers' capacity building qualitative and mixed-method studies should be conducted. Future teachers can also investigate the relationship between teacher leadership and other variables such as teachers motivation towards teaching, teachers' self-efficacy, and organizational improvement (e.g., Angelle & Teague, 2014b; Day & Harris, 2002; Margolis & Huggins, 2012; Vernon-Dotson & Floyd, 2012).

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