

# Teachers' Leadership Skills for Positive Learning Environment among Teachers and Students' Learning Outcome

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## Abstract

*This article delves into the pivotal role of teachers as leaders in education, recognising their profound impact on student learning outcomes. The multifaceted leadership responsibilities extend beyond the classroom, encompassing support for fellow educators, advocacy for enhanced educational practices, and a commitment to personal and collective success. The study emphasises the creation of a positive school climate, and culture through teacher leadership, fostering teamwork and harmony. Teacher leadership is explored as a catalyst for innovation, contributing to a collective leadership approach within schools. Beyond traditional administrative roles, teachers are positioned as intellectual and critical learners, consistently seeking to refine their teaching methods. This study underscores the importance of teacher leaders in influencing educational policies, elevating teaching standards and championing innovative practices. The findings highlight the concept of collective leadership as a potent force positively impacting teachers' abilities, classroom instruction and overall student achievement. Teacher leaders are portrayed not only as educators but as influential advocates shaping the future of learning. The study concludes by asserting the increasing significance of teacher leadership in the evolving educational landscape, emphasising its crucial role in shaping the future of education. The scope of the study extends to the broad impact of teacher leadership on educational practices, policies and the overall learning environment.*

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## INTRODUCTION

In the constantly changing economic, social and technical landscape of today, educational institutions have to adapt their organisational structures to produce the kind of workers required by the twenty-first century economy. Curricula were changed in this setting, as well as the obligations, roles, and responsibilities of educators, students and teachers (Özdemiret al. 2020). Quality education is recommended as a change agent in the Sustainable Development Goals (SDGs), especially SDG 4. To achieve quality education, inclusive education, equality, and chances for lifelong learning can stimulate changes in knowledge, skills, values and attitudes to equip the present, and future generations to fulfill the economic, social, and environmental demands of life (Kullan and Mansor, 2020). Not only inside the classroom but also outside it, teachers are education leaders (Yusof et al., 2017).

Beginning in the classroom, teachers develop their leadership skills broadening the scope of their work in the community and at their institution (Yusof et al., 2017). Teachers are responsible for guiding how pupils' potential develops. Teachers must interact with parents and the community outside of the school, both domestically and internationally (Yusof et al., 2017). Teacher leaders have autonomy in carrying out their responsibilities and have influence that extends outside of their classrooms (Yusof et al., 2017).

A teacher can influence their pupils both within and beyond the classroom by using a set of abilities called teacher leadership. Additionally, developing learning communities and fostering teacher leadership in the classroom (Yusof et al., 2017). Through imparting knowledge and skills to others, teacher leaders will improve their classroom instruction (Yusof et al., 2017). To raise students' achievement, teachers ought to serve as educational leaders. Yusof et al., (2017) emphasised four critical qualities of an effective teacher; strong classroom management, ongoing commitment to one's own progress, a sense of safeguarding and caring, and commitment to the pupils. Within the classroom, teachers are what influence students' success. The instructor is arguably the single most important component in determining pupils' success in the classroom, according to research (Warren, 2021). For their students, effective teachers must act as role models. It is crucial that teachers have leadership abilities since they are a key component in improving the quality of their instruction both within and outside of the classroom (Warren, 2021). In order to accomplish the objectives of an organisation, a leader must be able to inspire trust as well as collaboration among the team members (Suganthi and Muthurasu, 2020). Every aspect of life exhibits some sort of leadership, which is a social phenomenon and a universal social institution. A leader is anybody

who guides a team of individuals, a community, a society or a country (Suganthi and Muthurasu, 2020). Everyone should strengthen their leadership skills as part of their overall development. Enhancing the standard of education is the primary objective of educational leadership (James and Suman, 2021). Teachers, as leaders in education, play a pivotal role both inside and outside the classroom. Leadership skills are deemed crucial for teachers, both within and outside the classroom, as they collaborate with peers, school administration, professional staff, students and their families. Educational leadership aims to enhance the standard of education, and teacher leaders actively contribute to improving their practices and addressing challenges. Teacher leaders, aware that both leading and teaching are driven by intent exhibit integrity, honesty, and professional ethics in their roles. In conclusion, teacher leaders are not only effective educators but also individuals dedicated to the overall development and success of students and the education system.

### **LEADERSHIP SKILLS**

In order to successfully alter and build educational organisations, contemporary theories highlight the significance of teacher leaders who can inspire and honestly value the student as well as serve as a role model, and guide in the learning and production process (Kasapoğlu and Karaca, 2021). To fulfil an

organisation's goals, a leader must be able to instill confidence and support in their followers (Suganthi and Muthurasu, 2020). By modelling their actions and words, teachers inspire students. During lessons and activities in a classroom or setting at school, teachers guide their students (Hermawan, 2021). A leader is someone who is highly regarded, not raucous or flamboyant, and who is sought out for information, advice, and consultation. Being able to inspire a group of people to work towards a single objective is an essential management talent. The talents needed to become a leader will be aided by these things (Suganthi and Muthurasu, 2020). A good leader in the classroom is necessary to improve students performance (Suganthi and Muthurasu, 2020). Leadership and academic achievement go inextricably together. In addition to being significant in and of itself, effective leadership is a potent tool for enhancing classroom instruction (James and Suman, 2021). In addition to executive leadership, these instructors can provide other forms of leadership (Kasapoğlu and Karaca, 2021). Leadership potential is created and nurtured at every level in an effective educational environment. Leadership also includes the growth of teachers (Dalal and Rani, 2013). Enlisting and directing the talents, and efforts of teachers, students and parents to achieve shared educational goals is the process of leadership in the classroom (Dalal

and Rani, 2013). Teacher leaders are recognised for their ability to inspire, genuinely value students, and serve as both role models and guides in the learning process. Effective leadership, involves instilling confidence and support in followers, with teachers playing a significant part in this process by modelling behaviours, and guiding students during lessons and activities. Leadership, in the educational context, is not about being raucous or flamboyant but about being highly regarded, and sought out for information, advice and consultation. Moreover, the interconnectedness of leadership and academic achievement is stressed, with effective leadership being a potent tool for enhancing classroom instruction.

#### **LEADERSHIP SKILLS FOR EFFECTIVE AND POSITIVE TEACHING-LEARNING ENVIRONMENT, AND LEARNING OUTCOMES OF THE STUDENTS**

Teacher-leaders prioritise their pupils education and try to raise standards of performance in their own classes. One of the most crucial aspects of teacher leadership is and ought to be this. To conduct leadership in their schools, teacher leaders must possess a certain set of competencies (Kasapoğlu and Karaca, 2021). Leadership in the classroom entails both expertise in group dynamics and classroom interactions as well as the capacity to direct group activities. These educators were capable leaders

who could direct the learning of the children (Leffler, 2020). A school's culture, organisational development, sharing of vision, and school change all benefit from the transformational leadership method (Basar et al., 2021). Academics and practitioners have been paying more, and more attention to the idea of teacher leadership as it has become clear that leadership is not limited to a single position (Sharar and Nawab, 2020).

The capacities of instructors, the success of classroom instruction, and the academic achievement of children can all be significantly impacted by collective leadership (Awadh, 2018). Teachers abilities are improved through collective leadership, which also fosters a collaborative environment based on experience sharing and can raise student accomplishment. A shared goal that affects instruction and student achievement can be actively embraced by school staff with the support of collective leadership (Awadh, 2018). O'Shea (2021) shows how instructors' usage of both parts of cutting-edge teaching practices is significantly and favourably impacted by distributed leadership. In addition to being a strong and positive predictor of both elements of teachers adoption of innovative teaching practices, dispersed leadership is also the best predictor of cognitive activation and the third best predictor of enhanced activities (O'Shea, 2021). Teachers are empowered as professionals because of the breadth of their disciplinary

and pedagogical expertise, which gives them authority and credibility with students, and other educational stakeholders. He emphasises the value of instructors' interactions with their students, innovative approaches to teaching and learning, and topic expertise (Leffler, 2020). Educational leaders who enable students to achieve academic and well-being-related results, such as school principals and their senior leadership teams, are in charge of directing schools to achieve these goals (Cann et al., 2021). The administration of their staff's professional growth, school finances, school property and interactions with the community are all under the purview of school leaders. They are also accountable for instructional programmes and learning outcomes (Dalal and Rani, 2013).

Teachers have a crucial role in becoming the leaders in offering learning services to students in all scenarios and circumstances (Pambudi and Gunawan, 2020). Self-awareness and the guts to act on that awareness are qualities that this facet of leadership offers. For teacher leadership roles, there is a focus on developing pedagogical abilities; however, individuals with operational responsibilities, like academic coordinators, have not thought of teaching skills as being crucial for their jobs (Shah, 2019). A good education demands educators who can develop their methods of instruction both at the classroom and institutional levels. Schools

require teacher leaders who can improve teaching standards and bring new teaching strategies into use (Meirink et al., 2020). Compared to students taught by instructors who lack leadership qualities both within and outside the classroom, those taught by teacher leaders have a higher chance of academic success as well as other areas of growth (Warren, 2021). The most important aspect in determining a student's growth is a teaching leader (Warren, 2021). In the classroom, at school, and across the educational system, teachers are leaders. Teachers set an example, via their words, deeds and behaviour (Warren, 2021). The personal, professional and social traits of the teacher leaders should have been analysed. According to opinions, teacher leaders should be fair, dependable, strong, compelling, confident, appreciative and sharing, aware of both the positive and negative aspects, open-minded, and so forth (Kasapoğlu and Karaca, 2021).

To enhance students' learning, teaching leaders aspire to enter the field. The motivation behind their leadership work stems from this (Warren, 2021). The improvement of students' general academic and social performance depends on classroom teachers' leadership (Warren, 2021). In order to serve as teacher leaders in their schools, they must possess a certain set of competencies (Kasapoğlu and Karaca, 2021). In the classroom, teacher leaders are also learning facilitators. They can

examine issues from the classroom and devise solutions (Warren, 2021). A teacher with limited leadership abilities would be unlikely to embrace a student-centered classroom style (Ghamrawi and Al-Hassan, 2019). The connections between the classroom and the school administration are the teacher leaders. Eliminating the convectional top-down structure in schools and paving the path for parallel leadership are classroom teacher leaders (Warren, 2021). Its critical for teachers, especially new ones, to set goals for developing, and maximising their teaching expertise and abilities in their own classrooms as soon as feasible (Meirink et al., 2020).

Leadership among classroom teachers directly improves students academic success. Student learning and achievement are reduced by a lack of leadership from the instructor in the classroom (Warren, 2021). The responsibility of a teacher is to guide students toward higher levels of knowledge, aptitude, skill, and moral character. A teacher is an invaluable asset to communities everywhere, in the country, and locally (Dalal and Rani, 2013).

Every element of personal and professional life is profoundly impacted by teachers and leaders. Furthermore, a teacher leader mixes these two powerful ideas (Garg and Gera, 2020). The impact of a teacher leader on students and academic environments will inevitably be greater (Garg and Gera, 2020). Teachers can play leadership

roles outside of the classroom by helping the community, particularly other teachers, by professionally persuading people to improve educational practices in schools, and by being willing to accept the duties and responsibilities necessary to succeed for themselves as well as their colleagues, students and school (Kullan and Mansor, 2020). Due to the presumption that a certain amount of expertise and experience is required, teacher leadership is frequently associated with experienced educators (Meirink et al., 2020). Leadership that is grounded in the classroom and centred on the needs of the students' needs to be validated as being essential to the establishment of successful schools and vital to teachers' professional identities (Dalal and Rani, 2013).

### **IMPORTANCE OF LEADERSHIP SKILLS IN EDUCATIONAL CONTEXT**

The rise of teacher leadership is a result of the growing professional demands in educational organisations (Shah, 2019). A leadership approach that focuses on enhancing learning, and is founded on the ideas of professional collaboration, development and progress is known as teacher leadership (Kasapoğlu and Karaca, 2021). Through a variety of leadership roles, teacher leadership enables teachers to affect change in their schools (Shah, 2019). Teacher leaders are those who can trust students, guide students in the

classroom, share their teaching philosophy with them, do a good job of analysing the needs of the group and display the necessary leadership traits (Kasapoğlu and Karaca, 2021).

Teachers need to know that their leaders genuinely regard them, promote their personal development and respect their input in decision-making. It is the responsibility of school administrators to enhance teachers' well-being; this responsibility must be ingrained in all of the leaders' and instructors' regular interactions (Cann et al., 2021). When it comes to collaboration skills, one of the learning and innovation skills the administrator should encourage is teamwork, offer support when its needed to achieve the shared objective, and be aware of each team member's capabilities and what they can bring to the table (Özdemir et al., 2020). The strategic leader should hold his or her team members to high performance standards and have faith in their ability to meet those standards. Strategic leaders should also develop a vision and work together with their team members to move in that direction in order to realise this shared objective (Özdemir et al., 2020).

Özdemir et al., (2020) claimed that while school administrators had higher-level talents for improving themselves and their institutions, they have lesser levels of proficiency for addressing problems and events from a critical vantage point. Effective organisational and societal functioning, as well as the

performance of high school teachers, depends on leadership. In order to accomplish their aims, followers are inspired and committed by their leaders. Interaction between a leader and a follower is necessary for leadership (Suganthi and Muthurasu, 2020). The praise must include both internal and extrinsic rewards, creating gratitude in the teachers, and motivating them to work more and set a better example for their kids (Garg and Gera, 2020). The management roles of vice chancellors, deans and heads of departments are expected of instructors. Since a teacher is familiar with academic issues, he or she can empathise and make the best choice (Garg and Gera, 2020). In every facet of a student's and teacher's life, leadership is crucial. Teachers nowadays must be able to take on many difficulties, find solutions to issues and evaluate their career paths. To do this, they need leadership abilities. Leadership in education develops a vision of academic success for all pupils (James and Suman, 2021).

### **PROFESSIONAL DEVELOPMENT OF TEACHERS FOR LEADERSHIP SKILLS**

Given the widespread belief that teacher leaders may enhance student achievement, educators may volunteer to lead based on their qualifications, experiences, or reputations (Liu, 2021). In-depth learning skills, reflective practise, concern for their students, and a commitment to professionalism and ethics are all

required of teachers (Yusof et al., 2017). Classroom instructors must participate in continuing literacy leadership techniques (Sharp et al., 2018). The vocation of teachers has both advantages and disadvantages. Their abilities as teachers and leaders in the classroom were mutually reinforcing. They were able to reflect on their profession's strengths and limitations, which aided in the development of their leadership abilities (Leffler, 2020). Teachers who take on leadership roles are those that take initiative both inside and outside of the classroom, as well as outside the walls of the school, rather than focusing solely on teaching in the traditional sense (Sharar and Nawab, 2020). In order to continuously improve their personal literacy leadership practices, literacy teacher educators frequently engage in professional learning activities (Sharp et al., 2018). Teachers should be given opportunities for professional development, particularly through trainings that increase their leadership abilities, in order to foster teacher leadership in schools (Kasapoğlu and Karaca, 2021). The administration can enhance the education and training initiatives for teachers (Basar et al., 2021).

Inexperienced teacher educators usually instruct pre-service teachers in the same way they were instructed since a coherent and discrete pedagogy of teacher education is out of date, while experienced teacher educators are frequently averse

to change (Sharp et al., 2018). The teacher's responsibility is to have an impact on pupils' learning. Additionally, a teacher's duty includes encouraging students to use their skills in the classroom and raising the bar for school performance (Yusof et al., 2017). Teachers should get high-quality pre-service training from education institutions and school administrations should foster an environment that supports leadership development (Kasapoğlu and Karaca, 2021). There are various ways to enable teachers to emerge as leaders without formalising it through an assigned function.

This might result in keeping good teachers longer where we need them most, in the classroom. Teachers have the ability to be leaders without giving up their classrooms (Cosenza, 2015). Power and leadership are intimately connected. Teacher leadership is a strategy used by educators, individually or in groups, to persuade administrators, teachers, and other staff members to make improvements to the teaching and learning process (Yusof et al., 2017). For teachers who are capable and have good communication skills, teacher leadership in the classroom is a process (Yusof et al., 2017). The professors emphasised the necessity of 'quality education' provided to pre-service teachers and the duty of the education faculties to inspire the teachers to build leadership qualities (Kasapoğlu and Karaca, 2021). Teacher leadership

is significantly shaped by a variety of elements, including the attitudes and personalities of the teachers. A teacher's personality can be shown in their classroom management strategies and demeanour (Yusof et al., 2017). The teacher leadership phenomenon ought to be incorporated into education faculty curricula, and teacher leadership can be processed and applied by means such as case studies, life stories, and modelling. This will help to remove the barriers caused by the teachers themselves and the social structure (Kasapoğlu and Karaca, 2021).

The functions and responsibilities of teachers extend beyond the classroom, and include ensuring the school's goal and vision are realised as a whole. When it comes to cooperation, teachers must work together with other students and staff to complete duties successfully, and maintain a high level of organisational awareness (Yusof et al., 2017). To enhance teachers leadership abilities through ongoing learning, learning organisation practices should be applied at the individual, team, and organisational levels in schools (Kullan and Mansor, 2020). Teacher education programmes ought to consider explicitly addressing this in their curricula to maximise leadership qualities (Meirink et al., 2020). Understanding teachers' fundamental assumptions about the development of teacher leadership is essential for helping schools develop (Kasapoğlu and Karaca,

2021). Among these viewpoints, the principal's facilitation and support are the primary elements that have a direct impact on teachers' dedication to their professions, formal and informal engagement in decision-making processes, and readiness to take on leadership roles in their schools (Kasapoğlu and Karaca, 2021). It may be argued that research should be used to identify and define the traits of teacher leaders. It ought to be covered in managerial texts, and teachers who exhibit leadership qualities ought to be chosen and trained in a methodical manner (Kasapoğlu and Karaca, 2021).

In the quest to improve schools, the teacher leadership value will prevent a hands-off attitude among the teachers. Teachers with leadership qualities will be able to generate a culture of strong teamwork and a peaceful working environment (Yusof et al., 2017). The value of fostering teachers' leadership potentials must be understood by policymakers, stakeholders and school administrations (Ghamrawi and Al-Hassan, 2019). Teachers stressed the significance of trainings, in this sense, focusing on the preparation of teacher leaders, as they regard the development chances provided to them as the most effective means to pave the road for enhancing teacher leadership skills (Kasapoğlu and Karaca, 2021). Leadership skills in teachers are an essential component of the personality. It is possible to expand the opportunities given to the teacher leaders in terms of

project development, the creation of resources for independent and original work, and being the teacher's supporter in order to remove the obstacles standing in the way of teacher leadership, and to positively benefit from these qualities of the teacher during the process of education and training (Kasapoğlu and Karaca, 2021). The professional development possibilities provided by teacher leadership allow for changes to be made in the classroom and at the school, as well as the building of a school's direction from the current level to a higher quality (Yusof et al., 2017). Abilities like critical thinking, communication, cooperation, self-reliance, openness, and accountability are just a few examples (Leffler, 2020). Providing teachers with the chance to reflect on the ideas of leadership, professional leadership, and professions as well as to put their own teaching task up for examination, and reflective discussion may be accomplished by allowing teachers who are regarded as good teachers to discuss themselves as teachers and their leadership skills (Leffler, 2020). More in-depth discussion regarding the development of teacher educators and teacher leaders could also cover the benefits, and drawbacks of intimate engagement with actual classroom knowledge for university employees (Walker, 2021). Teachers recommended that students leadership abilities be developed through their communication skills,

self-improvement, and participation in congresses and symposiums. In this regard, teachers also expressed the need for multi-functional student selection systems to be established in education faculties, as well as for them to be given freedom, their status to be elevated and leadership trainings conducted in collaboration with the university (Kasapoğlu and Karaca, 2021).

The concept of teacher leadership extends beyond traditional notions of leadership limited to administrative positions. Teacher leaders are not only skilled educators but also intellectual and critical learners, constantly seeking to improve their teaching methods and staying informed about innovative practices. Collective leadership, as highlighted in the discussion, is a powerful force that positively influences teachers abilities, classroom instruction and student achievement. The collaborative environment created by collective leadership facilitates experience sharing and enhances the professional growth of teachers. The motivation of teacher leaders is rooted in the desire to enhance student learning, and overall academic and social performance. The leadership qualities of fairness, dependability, strength and openness are considered crucial for effective teacher leadership. In summary, teacher leadership is a dynamic and essential aspect of education that goes beyond the boundaries of the classroom.

## CONCLUSION

In order to ensure student achievement, teachers play a crucial role in our educational system. The effectiveness of teachers depend on their ability to lead their organisations, society and students. The roles of teachers extend beyond the classroom. They can be leaders outside the classroom by giving back to the community, particularly other teachers; authoritatively persuading people to improve educational practises in schools, and being ready to accept the duties and responsibilities necessary to succeed for themselves as well as their co-workers, students, and school. The commanding arena must be brought to the top under the leaders' capable guidance or they risk leading it to ruin. Teacher leaders can boost support for the entire school. All parties need to be involved in schools, and teachers are more likely to implement and sustain change while preserving high-quality practise when they are involved in decision-making. In conclusion, the extensive exploration of teacher leadership underscores its multifaceted and pivotal role

in the realm of education. Teacher leaders, entrusted with the primary responsibility of educating and guiding students, transcend traditional notions of leadership confined to administrative roles. The concept of teacher leadership extends beyond the confines of the classroom, emphasising the vital role teachers play in shaping the learning environment, fostering innovation and contributing to collective leadership within schools. As highlighted, collective leadership proves to be a potent force, positively influencing teacher abilities, classroom instruction and consequently, student achievement. The collaborative ethos cultivated by collective leadership not only facilitates experience sharing but also propels the professional growth of educators. Moreover, the impact of teacher leaders reverberates throughout the educational community. In essence, teacher leadership stands as a dynamic and indispensable force that extends far beyond the classroom, shaping the trajectory of education and securing a brighter future for all students.

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