
LEADERSHIP COMPETENCIES: A STUDY OF IN-SERVICE TRAINING OF SCHOOL TEACHERS

Nazir Haider Shah

Assistant Professor,
Department of Education, University of Kotli,
AJ&K, Pakistan
Email: nazirshah786@gmail.com

Sehrish Kashan

PhD Scholar,
Department of Education, National University of Modern Languages,
Islamabad, Pakistan
Email: sehrishedu@yahoo.com

Nadia Nazir

Lecturer,
Department of Education, Mohi-ud-Din Islamic University,
AJ&K, Pakistan
Email: nadianazir481@yahoo.com

ABSTRACT

This study intended to find out the impact of in-service training on leadership competencies of secondary school teachers. The study was descriptive in nature and survey method was applied for the collection of data. The population contained the Secondary School Teachers and Elementary School Teachers of three tehsils in district Rawalpindi. There were 799 teachers working in three tehsils of Rawalpindi. 260 teachers were selected by using stratified random sampling technique. A questionnaire was developed for teachers which was based on Teacher Leadership Model standards (TLMS, 2011). The study revealed that in service training effects on leadership competencies on secondary school teachers. Findings also exposed that there is significant difference between responses of male and female regarding leadership competencies and there is no significant mean difference between tenure of teachers regarding leadership competencies. Findings would be beneficial for the serving teachers for their leadership competencies through in service training programmes. The study recommended that training need analysis of teacher leadership competencies could also be conducted leadership approaches other than teacher leadership model such as distributed leadership, environmental leadership, trait theory, personal-situational theory, exchange theory, humanistic theory, interaction-expectation theory, etc.

KEYWORDS

Leadership Competencies, In-Service Training, School Teachers

INTRODUCTION

Teachers in any state or nation represent the strength of the education system they are working in. Nations rely on the teachers in a sense that the teachers are considered the base as well as the mainstays of education system. Well qualified male and female teachers hold greater emphasis on the progress of a nation. The recruitment procedure should be holding the policies that should be able to hire competent and qualified teachers, and should consider them as asset of the nation. The in-service training policies should be compatible with the policies successfully implemented in the developed countries. This transparent procedure can give a prominent status in the field of education (Spillane, 2007).

Developed nations had produced great leaders from their famous institutions. The responsibility of providing greater commitment in progress totally lies on the trained teacher and greater standards of education by state. Every level in education is important but secondary levels have its much more importance because student at this stage is also at the adolescent stage of life. To nourish the rapid development of the nation an education system equipped with qualified teachers is considered as back bone of the nation (Gronn, 2002). The concept that evolution of nation's economy and nation advancement depends upon the well qualified and talented individuals working in different areas of the nation, the major importance is the ideas and procedures those we use to cultivate these individuals. Proper education system with well-established standards and trained teachers can provide students to accomplish their valuable status in the society they are living (Spillane, 2006). The qualities of teachers and the in-service training for teachers should be analyzed for the leadership competency to its level of emergence in the education system. Furthermore, its importance for secondary level teachers and the usage of this competency in proper manner. Secondary school teachers in our country should also have greater sense of responsibility, higher commitment level, vision for individual student needs, proper talent and aptitude for profession, proper subject material related to the existing curriculum, and the actual leading ability (Spillane *et al.*, 2007). The training for leadership competency in our country is not or rarely addressed by existing training programs. So this dimension of research is focused by several researchers. The academic year load is also a hindrance in this area of training but the training program needs can be proposed by fresh researchers and can be launched by government through implementing policy after addition of leadership competency practices. Furthermore, the teacher's leadership competency is also depending upon the academic and professional qualification as well as the on job skills of interacting with learner and senior teachers (Silins and Mulford, 2002). The learner is focused in all kinds learner environment and the person who is

in the direct interaction with the learner is teachers himself. Teacher can renovate the learners' aptitude and attitude towards education and can renovate the educational environment through leadership skills. (Hulpia *et al.*, 2011).

REVIEW OF LITERATURE

The qualities of teachers and the in-service training for teachers should be analyzed for the leadership competency to its level of emergence in the education system. Furthermore, its importance for secondary level teachers and the usage of this competency in proper manner. Strength a teacher has several indicators including the academic and professional expertise, hence we could say that academic profile is not just enough for the teacher but besides that the pre-service and in-service training is also necessary. Secondary school teachers in our country should also have greater sense of responsibility, higher commitment level, vision for individual student needs, proper talent and aptitude for profession, proper subject material related to the existing curriculum, and the actual leading ability (Santos, Caetano, & Tavares, 2015).

Teacher education

According to Aggarwal (2009) Training for the educator is strictly relevant to the education field as well as the subject specialty of the individual teacher. The outline of the pre-service or in-service training should reflect the approaches, strategies and principles to improve the teacher's skills and abilities to impart knowledge effectively. The aims, goals and objectives should be well defined before providing the teacher training. The milestones can be expressed through numerous methods. Such as the teacher awareness about the academic material, awareness of advanced teaching methods to deliver knowledge as well as cultivation of self-directed behavior in teacher. Teaching profession demands the expertise in delivering knowledge in proper way that should result in greater student learning, which could only be possible through the means of proper teacher training. The top professions such as space technology, aircraft engineering, health and building construction requires training of several years. In teaching occupation the pre-service training involves Bachelor of education and Master of education before taking the first step to teach in any institution. (Lai, & Cheung, 2015).

In- service training of secondary school teachers

Gall (2004) explained that in most Parts of the world the training of institution teachers is a preserves activity which is normally compulsory and is organized by a nationally accredited body. By contrast, the training of university and college teachers is more likely to be in-service, voluntary, and left to local initiative. Only in Eastern Europe is the training of secondary teachers centrally organized and subject to public examination. In some countries, attempts are made at a form of preserves training by organizing courses in teaching methods for graduate students and teaching assistants,

but this is limited in scope and effect.

According to Firestone & Martinez (2009) teaching skill is often included as part of a wider training or development program. Such a faculty development scheme might include components of instructional development (diagnosis of skill, training in new and traditional teaching methods, curriculum development), personal development (career planning, counseling, interpersonal skills training), and organizational development (managerial development, problem solving, decision making).

Morris & Williamson (2013) proposed that in future there is great challenge and growing possibility for the growth of educator expertise. To meet with the modern era educational challenges, every nation is trying to mold the educational climate and academic culture to make it compatible with the developed nations. This desire of every nation requires professional development of the educators. Any alteration in the academic climate is strictly related to the alteration and improvements of the training of educators. So the context of teacher education is evolving and examines the implications of these changes for the development of a profession of teaching that can ensure well-prepared teachers for every student.

Professional development provides essential preparation platform to prepare the teachers to perform effectively in the academic environment. So that teachers precisely put their efforts to learn tactics and procedure to progress the student learning that is the ultimate goal of the entire education system. This training should be provided periodically to the teachers. So that the emerging ideas of education should be covered through the training process (Thoonen *et al.* 2011).

Leadership

According to Anderson (2004) the concept of leadership is of diversified nature by numerous researchers. Previously, the definition of leadership was integrated, merged and combined with the concept of management as well as the administration. Social sciences disciplines provide the partial and restricted concept of the leadership, which only implicate the personal association of the organization member or group members. The discipline of management sciences provide the vast and broad concept of the leadership, which explains leadership as the activities followed by the transformational manager in an organization. Another definition provided that leadership as the impact or inspiration of an individual on other individuals. These provided concepts indicate proper leadership procedures to be followed. Despite of the concept provided by any author or researcher the leadership always provide different aspects than management. Therefore the educational management must integrate the aspects of leadership to achieve its benefits and efficiency in the educational climate. Some of the aspects of leadership are limited and restricted to any particular domain or discipline, but some

of aspects provide vast and broaden concept (Pérez, 2016).

Teacher leadership: A form of distributed leadership

The concept of teacher leadership is basically inherited from the approach of distributed leadership. To analyze the teacher leadership training program the study conducted by Spillane, Camburn and Pareja (2007) provided several facts related to the distribution of the leadership authorities by the head of the institution. Significantly, the daily routine work inside the institution requires the active attention of the principal but sometimes head only participate in the activity rather than leading the process of that activity, which open doors for the teacher leadership indicators and factors. The study covered the primary, elementary and secondary schools of the northern part of US, and taken the heads of these institutions under consideration of four leadership and administrative areas. The impact of the leadership training program was the targeted goal of the study. This study was basically of experimental nature. The experimental group of heads were offered to attend the modules of the leadership course for random treatment and the other half of population was considered as control group. The leadership competency then evaluated in the academic environment.

Spillane *et al.* (2007) conducted a study with population consisted fifty two heads of secondary schools those were obviously practicing the leadership and administrative activities to ensure the effective performance of the institution. The quantitative and qualitative research study aimed to collect the data in the area of leadership, administration, content management and teacher education to enhance the productivity of the learning environment. The approach was quite effective to collect the original information based of the educational climate. The competencies respondents of the study were examined according to the mentioned dimensions of the leadership. The questionnaire, interview and observation based on the leadership activities. The open ended questions were used to gain the additional information regarding the mentioned factors of leadership. The heads were also examined while distribution of leadership activities among staff members. This approach provide freedom to the teachers to enhance the performance of the learning environment.

Spillane *et al.* (2007) examined that the educational leadership requires the collaboration of numerous persons. The faculty members those were assign the academic leading duties acted as leaders because the individual leadership is scattered and head of the institution assigned leadership roles to various teachers. The analysis indicated that head of the institution had very low workload in terms of leadership. And head can have utilized the saved energy to implement the effective academic policies to maintain the instructional process. The study strongly supports the distributed leadership and urge the head to distribute the academic leadership roles among the responsible faculty members those are equipped with proper training of

leadership.

In-Service training of teachers

Hammond and Cobb (1996) proposed that in future there is great challenge and growing possibility for the growth of educator expertise. To meet with the modern era educational challenges, every nation is trying to mold the educational climate and academic culture to make it compatible with the developed nations. This desire of every nation requires professional development of the educators. Any alteration in the academic climate is strictly related to the alteration and improvements of the training of educators. These alterations include transforming its goals, processes, clientele, governance and outcomes. So the contest of teacher education is evolving and examines the implications of these changes for the development of a profession of teaching that can ensure well-prepared teachers for every student.

According to Dunkin (1987) the training itself follows the process of teaching and learning. Again in this process the teachers are the learners and the experts are the teachers who provide adequate training to the teachers. Again the aims and objectives of the training process are strictly compatible with the learning process of the learner in an educational climate. The staff development process must follow a proposed model or theory to gain the actual outcomes of the overall training process.

Thoonen *et al.* (2011) observed that professional development provides essential preparation platform to prepare the teachers to perform effectively in the academic environment. So that teachers precisely put their efforts to learn tactics and procedure to progress the student learning that is the ultimate goal of the entire education system. This training should be provided periodically to the teachers. So that the emerging ideas of education should be covered through the training process.

According to Kelsall and Kelsall (1970) the instructional material that is related to the training of an educator must address the newly added units in the particular subject and the changes in the instructional techniques to teach the newly added units in the course of student. The subjects those hold training concerns are: mathematics; science; special study of the specific subjects the student proposes to teach; pedagogy and practice in teaching. An underlying purpose of the programme should be to develop in trainees a sense of responsibility to contribute to social, cultural and economic progress, both through their teaching and by their example. Turner (1968) identified that the status of an educator in the academic environment is quite critical, vital and sensitive in terms of generating the learning outcome of academic system. Teacher has a great role in altering the status of individual, society and the nation. The institutional responsibilities are focused in the training of the educators, basically the professional development refers to the promises of institutions that it made with the community.

The expertise of the educator could be well established only through the training and the aims and objectives of the training must be compatible with the student learning process. If the provided training does not focus on the new trends of knowledge and advanced methods of teaching then the training could not possibly propose a required change in the academic learning environment.

Professional characteristics to be developed

According to Miller (1980) the professional characteristics to be developed through in-service training were:

1. Cognitive is the information base which becomes knowledge as it is transformed into a retrievable and useful form. Also included is the ability to reason with that base both intuitively and analytically.
2. Technical includes the physical and manipulative skills essential to the conduct of the profession.
3. Attitudinal are the interests, values and ethics which guide choice, argument, rationalization, action and resolution of moral problems.
4. Mental and emotional characteristics are essential to develop interaction with learners as well as good relationship with colleagues to sustain an efficient educational environment.
5. Integration of social and community values, principles and philosophies provide more assurance of performing professional duties.
6. Learning skills are important to a professional in keeping abreast of a changing field. They include the ability to decide what one needs to learn, how to learn it and when the learning has been accomplished.

Reforms in teacher education

According to UNESCO (1997) the programs of in-service teacher training should be set up with seven aspects as follows:

1. To establish an agency to control the policy with principal and sub-system, and patterns of teacher and educational personnel development.
2. To establish an efficient center to develop teacher and educational personnel, and to conduct research in teaching, and development. This center should be ready to function as a reference source for further investigation and study, to help, teachers develop their teaching and learning methods.
3. Every on-the-job teacher and educational personnel at every level and category should be developed while serving in his profession.
4. To establish a motivation and strengthening system “that helps increasing the teachers' professionalism, recognition of the teaching profession, provision of appropriate welfare and the opportunity for academic advancement with an accreditation system.

5. To monitor, follow up, and evaluate the development of on-the-job teachers and educational personnel effectively.
6. To develop educational administrators and personnel in order to increase their managerial capability and educational service effectively and efficiently.
7. To develop educational innovation, technology and communication assisting on-the-job teachers and educational personnel.

The aims of in-service training

Guskey (2000) explained the following purposes of professional development. The fundamental reason of training the educators is to achieve essential reform in education system. Reform in education suggested the alteration and improvement in the teaching technique and improvement in the instructional material. These training programs are proposed by the expert appointed in the board or ministry of academic affairs. The restricted educational routines are followed to provide necessary reforms in the education after providing the adequate training to the educators. The reform providing authorities work at provincial and district level. These committees decide the training modules and schedules and suggests the participants to attend the training.

According to Rutherford (2006) these trainings also focus to resolve the problems and issues specifically related to the student learning. The critical aspects of the staff development programs is to improve the behavior of teacher in terms of performance. Due to this reason the attitude of teach towards the educational system changes and it provides teacher assessment by institution Principal, Vice-Principal, and / or a supervisory officer. The professional development process in this case is an individual program, often with assistance by the college administrator and-tor support staff-employed by the district.

According to Sheppard, Hurley and Dibbon (2010) the training sessions also contribute in solving the individual teacher problems. These educational field problems are mostly mentioned by the educator with intention to resolve these problems. The training sessions provide the opportunity to the teacher to interact with each other and discuss the opportunities to utilize educational resources and deliberate the effective techniques and approaches to solve academic issues within the classroom or institution.

According to Jarvis (1983) further elements of educational system should be in attention: the type of academic system in which training is going to be deployed; the needs and necessities of the community; the requirements and available resources for the training; the students should be the focused element. These elements and attributes suggest the areas where the mandatory training is required for the educators, and exposed the weaknesses and strengths of the educational system. Consideration

regarding these aspects provide the overall scenario of the training which indicate the concerning areas which are going to be addressed by the training sessions and modules.

1. To produce an educator with adequate educational skills.
2. The training is essential to bring reform in education system.
3. The training addresses the requirements of the occupation and need for particular competencies for the training.
4. The student learning and practice of educators.
5. The staff development with concerning requirements and aptitudes of educator as well as demands of the system.

In-service training of secondary school teachers

Gall (2004) explained that in most Parts of the world the training of institution teachers is a preserves activity which is normally compulsory and is organized by a nationally accredited body. By contrast, the training of university and college teachers is more likely to be in-service, voluntary, and left to local initiative. Only in Eastern Europe is the training of secondary teachers centrally organized and subject to public examination. In some countries, attempts are made at a form of preserves training by organizing courses in teaching methods for graduate students and teaching assistants, but this is limited in scope and effect. It would seem that in most countries institutions of higher education employ a great number of criteria for the election and promotion of faculty members. Teaching skill is not universally regarded as a major criterion, and as a result training for teaching is not highly developed.

According to Firestone and Martinez (2009) teaching skill is often included as part of a wider training or development program. Such a faculty development scheme might include components of instructional development (diagnosis of skill, training in new and traditional teaching methods, curriculum development), personal development (career planning, counseling, interpersonal skills training), and organizational development (managerial development, problem solving, decision making). Training courses are a more integral part of instructional development than of the other two processes, particularly for more inexperienced teachers. However, advanced and specialized courses may combine the training of teaching or curriculum skills with elements of management and career development. Similarly, the organizational development policy of an institution may allow for advanced courses in teaching methods and the management of instruction. Beyond the introductory level, it is more difficult to separate the different strands of an individual faculty member's training and development.

Prerequisite & reasons

According to UNESCO (1989) there are several dimensions of the professional development courses and sessions, these dimensions are stated as follows, and these

were the key points of report on academic staff development;

- (a) Emergence of knowledge and modern teaching techniques proposes the requirement of integrating effective techniques of instruction process for better learning of student.
- (b) Professional development courses support the education system by integrating new instructional approaches and instructional material to improve overall system of education.
- (c) Although the significance of the professional development of the educators are acknowledged at vast level. But the need analysis and the availability of the resources to conduct the training are underprovided or least considered.
- (d) Professional development modules are not often appropriately arranged and momentarily conducted regardless of its need; and
- (e) The foundation of separate professional development organization addresses the following aspects:
 - (i) Professional development is a crucial practice that obliges essential requirement assessment;
 - (ii) Uninterrupted assistance ought to be delivered to the educators who need training in particular educational zone;
 - (iii) Research based methods and new instructional approaches are to be adopted for effectiveness of higher education;
 - (iv) Countless support for the faculty development delivered in the available financial and educational resources provided by the system of education; and
 - (v) Efficient faculty development courses can be introduced, which should be compatible with the requirements of the educational institution as well as the requirements of the individual teacher.

Purposes & accomplishments

According to UNESCO (1989) the prior reason of establishing the educational faculty development organization is to provide support and means which could enable the training of faculty of any institution collectively.

The particular purposes of the educational faculty organizations are:

- (a) To enable effectiveness of instructional process through assessing and supporting the faculty members;
 - (b) To provide broader contribution and enhancement in the area of educational research;
 - (c) To endorse and support with assessment of instruction process;
 - (d) To improve instructional proficiencies of educators and learner;
 - (e) To commence and endorse the opportunity of educational research; and
 - (f) To promote importance and deliver facts about instructional process and student
-

learning opportunities in education.

According to UNESCO (1989) the establishment of professional development division is the novel approach in education system. The purposes of the division may be regarded as (a) enhancement of instruction process, (b) progress of academic research, (c) assessment of educator efficiency, (d) development of learning aptitude of learners, (e) educational and academic research and exploration, (f) consciousness regarding increasing and delivering knowledge, (g) preservation of educational means, (h) deployment of educational support and assets, (i) advancements of instructional material, (j) progress of educational information and awareness and (k) public support.

Strategies of in-service training for teachers

According to Wallace (1991) the staff development requires several approaches and strategies to be followed to achieve the desired objective of the faculty members' development. Through these approaches teachers can perform their work in effective manner. The on job training support numerous approaches of faculty training each of these approach have different attributes and factors with same targeted approach towards training outcomes. Though, the collaboration between the educators also provide wide experiences of educational climate. Interaction and collaboration of teachers inside or outside the learning environment is beneficial for the efficiency of the educational routines as well as to improve the learning experiences. There are numerous prescribed approaches those endorse the on job training of the teachers. Some of important strategies are expressed below.

Study groups

Hofsess (1990) supported the fact that the most effective and highly permitted approach in the area of on-job training is study groups. In this approach groups of educators, managers or supervisors gather to study the educational approaches. These discussion sessions involve topics of routine educational work, research-based instruction or sequencing learning material etc. In this sort of meeting or session the learning theories and models are presented and discussed by the members of groups and the application scenario of these theories and models are proposed. Furthermore the possibilities are presented by the teachers through discussion. Normally, every group member will involve in the training course activities with the aim to improve academic process for the sake of learner achievement. Furthermore, the group member work collaboratively for the overall good of the institution and use the gained training to tackle with academic issues.

Action research

Richard (1997) examined that most commonly used approach for on-job training for educators is Action Research. In this approach the group members focus of the

approaches those are approved by the systematic process of educational research. In this process the group of educators, supervisors or managers use the action research to find the answers of the questions related to the classroom settings, instructional strategies and to the overall learning environment. Further the action research cycle provides its in-depth understanding. McKay (1992) observed that after going through the entire cycle of action research and by accomplishing each phase actively, the process provide opportunities to the educator regarding the instructional material, instructional strategies, issue diagnostic skills, logical reasoning, improvement in the instruction cycle and use of research-based methods in teaching. This process allow the participant to promote and cultivate knowledge development skills.

Schools meetings

Wood and Killion (1998) supported an appropriate and easy approach to deal and improve the educational matters is the school meeting. In these formal meetings the instructional material could be discussed with the colleagues to solve content related issues, and appropriate techniques to control the climate of classroom, improve the student achievement and use of assessment approach to measure the learning of the student. The prominence of this approach is the collaboration of educator experiences, approaches, techniques and knowledge to improve the performance of the academic environment.

Supervision & peer coaching

According to Hofsess (1990) the integrated approach provide different assistances in the process of academic learning. This process provide observation of instructional strategies which ensure the smooth process of educational mechanism. Opinion of the observer and acknowledgement of the educator are added in the process which enables the efficient formation and execution of instructional strategies. This approach provide several assistances to academic instruction which include the learning of:

1. Novel instructional approaches;
2. Strategies to design more efficient instructional techniques;
3. Methods of sequencing instructional material and practices to improve learning.
4. Measures of dealing the mediocre students of classroom; and
5. Efficient ways to evaluate student learning.

Hofsess (1990) suggested that this approach also assist educators to develop faith in each other and create a climate of confidence and provide broad and non-judgmental acknowledgements.

Seminars

Tanner and Tanner (1987) observed that to address the educational problems and issues and propose their remedies, seminar is another powerful strategy on on-job

educator training. The seminars can be conducted to address several academic issues related to any academic area such as reorientation of academic goals, content preparation, novel strategies of teaching, administration, supervision and financing and varied other aspects of education. This approach provides an open discussion platform where educators can discuss classroom related issues and suggest concrete practical resolution to mentioned problems, through this approach an educators can expand the field experience and also get themselves ready to confront the academic problem efficiently. Through seminars several educational problems could be addressed and through these meetings the remedies could be suggested to avoid the educational problems related to the several academic environments.

Workshops

Tanner and Tanner (1987) also suggested that strategy the arranged meeting addresses the real time problems of the educational environment, in a workshop an allocated timespan is provided to the participants to generate efficient procedures to solve the academic problems of an institution. This strategy can provide training in content organization, constructing instructional material and construction of standardized achievement tests. The effort and proposed work of each individual is shown to all group members so every member can obtain advantages from the recommended strategies and develop or expand their own strategies to tackle classroom problems.

Refresher courses

Tanner and Tanner (1987) also discussed This strategy provide opportunity to each teacher or subject specialist to be up-to-date with the new streams of knowledge in their subject area as well as equip teachers with new instructional approaches. These courses are of short time interval. Fundamental purpose of this course is that the teachers in this course join to increase their knowledge about instruction and desired awakening in the teachers.

Objectives of teacher training in Pakistan National Education Policy (1998-2010)

According to National Education Policy (1998) professional training courses are essential to provide uninterrupted assistance to the educators as well as the academic administrators in the required academic areas. Importance and significance of these training courses hold the objectives presented as follows:

1. To deliver motivation and inducement to the educator to perform more proficiently.
2. To assist the educators to gain knowledge about the academic issues and problems and solving them by utilizing the by training means and knowledge.
3. To assist the educators to work more wisely and efficiently.
4. To support educators to get familiar with current academic strategies and teaching methodologies.
5. To enhance the intellectual and cognitive ability of the educators.

6. To enhance the educational field competency of the educators.
7. To advance the familiarity of the educator regarding the instructional material.
8. To cultivate the optimistic attitude of the teacher towards the education occupation.
9. To produce teachers with great potential with the use of demanding training in different education areas.
10. To make the teacher training courses provided in Pakistan compatible with the training courses provided in developed countries.
11. To generate the harmony and association between the requirement and availability of the trained teachers.
12. To provide progress and efficiency of the institutions those provide preparation opportunities to the newly appointed teacher, experienced teachers as well as the academic administrators.
13. To advance the efficiency of the per-service certifications by providing certified degree programs of adequate length after the intermediate or graduation level.
14. To brand the educational profession more appealing for upcoming generation after providing more encouragement and motivation.
15. To provide a feasible resources, context and policy guidelines for the preparation and arrangement of pre-job and on-job teacher education courses.
16. To deliver administration and management training to the supervisors, head and administrators of academic system.

Teacher leadership model standards

According to TLMS (2011) which is a team of concerned educators assembled to deliberate the essential leadership practices those a teacher perform for the effective learning of the students. The team is formed to investigate the teacher leadership investigative group and it included several academic associations, heads of institutions, educator leaders, examination department and experts from higher education to effectively generate a model for teacher leadership. Following Figure illustrates the teacher leadership model standards, with detail of each domain performance of the model.

Teacher Leadership Exploratory Consortium (TLEC) developed the Teacher Leader Model Standards (TLMS) which emerged regularly as a important description of teacher leadership (Shelton, 2014). TLMS (2011) provided objective of the investigation group was to mention the standards those are strictly related to the leadership competency of the teachers. The model provides unique authoritative roles of the teacher, however permitting for combined association towards the common objective that is academic achievement of the learner. The model comprises of seven domains which mentioned the teacher leadership indicators those are essential for every teacher leader.

These domains suggest the teacher leadership features, roles and competencies those must be attained by a teacher leader for effective learning of the students. The model domains were intended to highlight the major discrepancies of formal leadership and teacher leadership and the collaboration of these two concepts to maintain the instructional efficiency and endorse the learner achievement. Model provided the broad dimensions of the teacher leadership standards and divided them in focused domains. Separately every domain provides knowledge-based factors that are essential to practice by the educators that undertake their responsibility as leader in the effective educational environment.

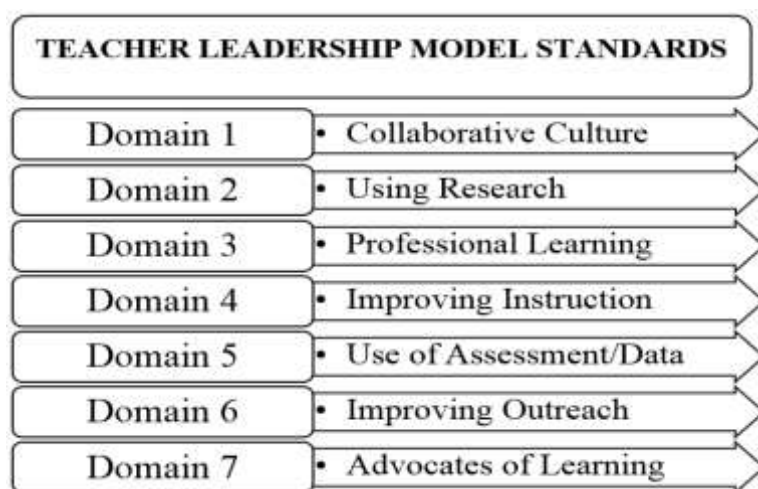


Figure1. Teacher Leadership Model Standards (TLMS, 2011)

RESEARCH OBJECTIVES

1. To find out the impact of in-service training on leadership competencies of secondary school teachers.
2. To evaluate the role of demographic variations i.e. gender and teaching experience among secondary school teachers

RESEARCH HYPOTHESES

1. There is no impact of in-service training on leadership competencies of secondary school teachers.
2. There is no significance difference between male and female secondary schools teachers' leadership competencies.
3. There is no significant mean difference between tenure of teachers regarding leadership competencies

RESEARCH METHODOLOGY

The study was descriptive in nature and survey method was applied for the collection of data. All the secondary school teachers were taken as population from districts Rawalpindi. A sample comprising of 260 teachers out of which 130 males and 130 females were taken from three tehsils of Rawalpindi.

A questionnaire was used for teachers which is based on Teacher Leadership Model standards (TLMS, 2011). To check the reliability of the instrument Cronbach's alpha was applied. The reliability of the questionnaire was calculated 0.870 which was appropriate for conducting the research. Data was analyzed by applying Mean, standard deviation, t-test, One-way ANOVA and Linear Regression.

RESEARCH FINDINGS

Table 1: Model summary of in-service training on teachers' leadership competencies

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F	df1	df2	Sig. F Change
1	.957 ^a	.915	.915	9.33198	.915	2778.166	1	258	.000

a. Predictors: (Constant), In-Service

Model summary of regression analysis of in-service training and teachers' leadership competencies of school teachers was illustrated in table 1. According to the table, the amount of variability in dependent variable was measured by R^2 . Whereas, adjusted R^2 showed the modification in R^2 as it adjusts the number of explanatory terms used in the model. A strong linear relationship was also evident, for $R^2 = .915$ reflected that nearly 92 % of total variability in the response variable (teachers' leadership competencies) was the outcome of predictor variable (in-service training).

The model further illustrated the contribution of in-service training to teachers' leadership competencies. The proposed model ($R = .957$) signifies the relationship that existed between in-service training and teachers' leadership competencies of school teachers.

Table 2: ANOVA summary of in-service training on teachers' leadership competencies

Model	Sum of Squares	Df	Mean Square	F	Sig.
-------	----------------	----	-------------	---	------

1	Regression	241939.056	1	241939.056	2.77833	.000 ^a
	Residual	22468.159	258	87.086		
	Total	264407.215	259			
a. Predictors: (Constant), In-Service Training						
b. Dependent Variable: Teacher Leadership						

ANOVA summary of in-service training on teachers' leadership competencies intention was calculated in Table 2. As, $F = 2.77833 > .000$ which was highly considerable and demonstrated that the teachers' leadership competencies was influenced by in-service training.

Table 3: Coefficients Summary of in-service training on teachers' leadership competencies

Coefficients ^a					
		Unstandardized Coefficients	Standardized Coefficients		
		B	Std. Error	Beta	T
Model					Sig.
1	(Constant)	2.662	2.803		.950
	In-Service Training	1.003	.019	.957	52.708

a. Dependent Variable: Teacher Leadership

Coefficient summary of the model is presented in Table 3. It showed that value of coefficient of pay was .000. Furthermore, its t value was 52.708 which was higher than 1.64 and was significant at the 0.05 level as $p = 0.000$. So, regression coefficients showed that in-service training contributed to teacher's leadership competencies of teachers.

Table 4: Leadership competencies regarding Gender

Variable	Gender	N	M	SD	t	df	p
Leadership Competencies	Male	130	146.56	27.859	76.27	259	.000
	Female	130	141.68	32.796			

Table 4 revealed that there is significant difference between responses of male and female regarding leadership competencies ($t_{259} = 76.27$, $p < .05$)

Table 5: Leadership competencies regaring Tenure

Variable	Tenure	N	M	SD	F	df	p
Leadership Competencies	<1 year	4	146.00	34.205	259	.535	
	1-10 years	247	143.95	30.177			
				.730			
	10-20 years	7	140.14	42.526			
	20 years and above	2	175.00	.000			

Table 5 indicates that there is no significant difference between tenure of teachers regarding leadership competencies ($F_{259}=.730$, $p > .05$).

DISCUSSION

The key focus of the research was to investigate the objectives of research which were: to find out of the impact of in-service training on leadership competencies of secondary school teachers and to evaluate the role of demographic variations i.e. gender and teaching experience among secondary school teachers. The hypotheses were stated to test the objectives presented above.

According to the first hypotheses, the result of study showed that there is a significant impact of in service training of secondary school teachers regarding leadership competencies. Spillane and Healey (2010) observed the effects of teacher leadership comprise the robust impression of teachers in terms of learning and instruction, providing a reliable course of provision for educators in the instructional area, facilitating more teacher leaders to involve in instructional activities to improve the learning. Additionally, including the inclusive provision that is accessible for educators in the educational environment.

According to second hypothesis, there is significant difference between responses of male and female regarding leadership competencies. Because in manegerial and leading line males performed well from female . York-Barr and Duke (2004) stated that this view of male teacher's leadership focuses on collegial leaders to better instructional practices as well as working at the organizational level to improve the various components of the school culture.

According to third hypothesis, there is no significant difference between tenure of teachers regarding leadership competencies. It means that leadership competencies are not enhacing through teaching experience its all depends on in-services trainings. Iqbal (1996) expressed the qualities and expertise of a teacher who received a certification of teacher training, those qualities include higher cognitive level, an

effective decision maker, provider of flexible learning environment, ability to shuffle teaching methods and strategies according to the environment, use of research approved methods and feeling of being proud as an educator.

CONCLUSION

1. There was a significant impact of in-service training on teacher's leadership competencies.
2. Male teachers had highly leadership competencies than female teachers.
3. There was insignificant difference between tenure of school teachers and their leadership competencies.

RECOMMENDATION

1. Further study of teacher leadership competencies may be conducted in relation to the teachers' demographic variables such as age and academic qualification etc.
2. The future study on training need analysis of teacher leadership competencies could also be conducted leadership approaches other than teacher leadership model such as distributed leadership, environmental leadership, trait theory, personal-situational theory, exchange theory, humanistic theory, interaction-expectation theory, etc
3. Further studies may be conducted by using observational technique and interviews

REFERENCES

- Aggarwal, J. C. (2009). Development and planning of modern education. Vikas Publishing House.
- Anderson, K. D. (2004). The nature of teacher leadership in schools as reciprocal influences between teacher leaders and principals. *School Effectiveness and School Improvement*, 15(1), 97-113.
- Dunkin, M. J. 1987. The International Encyclopedia of Teaching and Teacher Education. Pergamon Press Oxford. U.K. 8 pp.
- Firestone, W. A., & Martinez, M. C. (2009). Districts, teacher leaders, and distributed leadership. *Distributed leadership according to the evidence*, 61-86.
- Gall, M. D. 2004. Towards a Training Model to Improve Teaching Performance. Retrieved on February 12, 2017 from www.darwingroregon.edu/~mgall.
- Gronn, P. 2002. Distributed Leadership. In: K. Leithwood & P. Hallinger (eds.), Second International Handbook of Educational Leadership and Administration. The Netherlands: Springer, p. 653-696.
- Hammond L. D. and V. L. Cobb. 1996. The Teacher Handbook. Jossey Bass Publishers San Francisco, U.S.A. 14 pp.
- Hulpia, H., Devos, G., & Van Keer, H. (2011). The relation between school leadership from a distributed perspective and teachers' organizational commitment: Examining the source of the leadership function. *Educational Administration Quarterly*, 47(5), 728-771.

-
- Kelsall, R. K. and H. M. Kelsall. 1970. The Status, Role and Future of Teachers, In: E. I. Kings (ed.), *The Teacher and The Needs of Society in Evolution*, Pergamon Press. New York, U.S.A. 114 pp.
- Lai, E., Cheung, D. (2015). Enacting teacher leadership: The role of teachers in bringing about change. *Educational Management Administration & Leadership*, 43(5), 673-692.
- Mohanty, S. B. (1995). *Improving University and College Teaching*. APH Publishing Corporation.
- Morris, P., & Williamson, J. (2013). *Teacher education in the Asia-Pacific region: A comparative study*. Routledge.
- Santos, J. P., Caetano, A., & Tavares, S. M. (2015). Is training leaders in functional leadership a useful tool for improving the performance of leadership functions and team effectiveness?. *The Leadership Quarterly*, 26(3), 470-484.
- Shelton, M. P. (2014). *Teacher leadership: Development and research based on teacher leader model standards* (Doctoral dissertation, Southern Illinois University at Edwardsville).
- Silins, H. and B. Mulford. 2002. Leadership and school results. In: K. Leithwood & P. Hallinger (eds.), *Second international handbook of educational leadership and administration*. The Netherlands: Springer. p. 561-612
- Spillane, J. 2006. *Distributed Leadership*. San Francisco, CA: Jossey-Bass, p. 325-329.
- Spillane, J. P., & Healey, K. (2010). Conceptualizing school leadership and management from a distributed perspective: An exploration of some study operations and measures. *The elementary school journal*, 111(2), 253-281.
- Spillane, J. P., Camburn, E. M., & Stitzel Pareja, A. (2007). Taking a distributed perspective to the school principal's workday. *Leadership and policy in schools*, 6(1), 103-125.
- Thoonen, E. E., Slegers, P. J., Oort, F. J., Peetsma, T. T., & Geijsel, F. P. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational administration quarterly*, 47(3), 496-536.
- Turner, M. 1986. *Research in Teacher Education*: University Press, London, U.K. 17 pp.
- UNESCO, 1989. *Role of Higher Education in Society Quality and Pertinent Paris*, France. 16 pp.
- TLMS. 2011. *Teacher Leader Model standards brochure*. Retrieved on March 12, 2017 from <http://www.teacherleaderstandards.org>.
- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of educational research*, 74(3), 255-316.