Exploring Egyptian EFL Teachers’ Perceptions of Teacher Leadership

Amira Salama

Follow this and additional works at: https://fount.aucegypt.edu/etds

Recommended Citation

APA Citation

MLA Citation

This Master’s Thesis is brought to you for free and open access by the Student Research at AUC Knowledge Fountain. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of AUC Knowledge Fountain. For more information, please contact thesisadmin@aucegypt.edu.
The American University in Cairo

School of Humanities and Social Sciences

Exploring Egyptian EFL Teachers’ Perceptions of Teacher Leadership

A Thesis Submitted to

The Department of Applied Linguistics

In Partial Fulfillment of the Requirements

For the Degree of Master of Arts

in Teaching English to Speakers of Other Languages

By

Amira Salama

Under the supervision of Dr. Marilyn Plumlee

May 2018
“We must engage the issues and problems of our day not just the issues and problems of our classrooms if we are to be professional English language teachers in a 2.0 world”.

(Dudley Reynolds, TESOL International president, TESOL Convention presidential speech, Seattle, 2017)
ACKNOWLEDGEMENTS

I would like to thank my thesis supervisor, Dr. Marilyn Plumlee, whose encouragement, support and suggestions on reviewing the drafts of this work were of great importance. She has been a great teacher, mentor and friend. I am very lucky to have had the opportunity to know her and learn from her extensive professional and academic experience. Thank you, Dr. Plumlee.

I would also like to thank Dr. Atta Gebril for his feedback and remarks on my research methodology and focus that were very helpful. Special thanks also go to Dr. Amira Agameya for her important comments and substantial feedback on my proposal and during the defense.

A special thank you goes to Dr. Christine Coombe who was very helpful and resourceful. You are a leader by actions, not just by title.

I would like to express my gratitude to the English teachers in Egypt who participated in this study. Thank you for your time and for the deep reflections you have shared that enriched my study and made the work significant and enjoyable. With each response of yours, there was a potential for new perspectives to explore. My sincere thanks go to all of you.

I also thank my friends and colleagues who helped me in distributing the questionnaire and sharing it with others in their network. Thank you all.

I want to thank my close friends and the TESOL fellows whose great support meant a lot to me during the tough times and stressful deadlines. I love you all.

I would also like to thank my dear family, my mother, who is my main source of strength and love, my brother and my sisters. Without your encouragement, understanding, care and prayers, I could not have done it all. Thank you for always being there for me. You are a big part of every successful step I take in my life. Thank you, my precious family.

Finally, I would like to dedicate this work to my parents and especially to the soul of my father that I cherish and love. I am lucky I have had a loving and supportive father like him. This work may make him proud of me, but I have always been grateful for being a daughter of a man like him. To my loving parents, I dedicate this work.
ABSTRACT

The current study is an attempt to understand how the Egyptian English as-a-foreign-language (EFL) teachers perceive the concept of teacher leadership, a topic that has not received considerable attention in the educational leadership literature in this context. Teacher leadership is regarded as an important practice for school reform. In Egypt, language teachers struggle to find their own voices and meet the challenges of the job inside and outside the classroom. Attempts at school and education reform often disregard teachers’ understanding and application of new policies. This may result in the failure of these attempts since teachers are well-versed in school complexities and have the tools to implement change on the ground. These challenging realities of teaching make it imperative to investigate how EFL teachers perceive the concept of teacher leadership, examine what factors may influence these perceptions and provide suggestions to foster teacher leadership in schools. Adopting the teacher leadership definition of Katzenmeyer and Moller (2009), this study used a questionnaire and interviews to collect data on teacher leadership perceptions. The results of the study showed that Egyptian EFL teachers perceive teacher leadership mainly in terms of excellent teaching and effective interaction among themselves. Some differences in perceptions were found to be linked to teachers’ years of experience, their involvement in professional development activities, their geographical locations and gender. School administrators’ support was also found to be important in influencing how teachers practice leadership in their schools. In light of the study results, it appears that professional teacher associations and education stakeholders need to provide support to teachers to guide them towards a more comprehensive understanding of leadership and encourage them to demonstrate their leadership skills in schools for education reform to be effective. EFL classroom teachers as well need to be more proactive in preparing themselves for a leading role outside the classroom. Teachers should seek professional development and persistently work for creating opportunities to build their professional communities beyond the walls of the classroom. Teacher leadership is, as emphasized in the current study, a result of the collective efforts of everyone involved.

Keywords: Teacher leadership, School culture, Teacher perceptions, EFL teachers, Professional development
TABLE OF CONTENTS

ACKNOWLEDGEMENTS ........................................................................................................... ii

ABSTRACT ............................................................................................................................... iii

LIST OF TABLES ...................................................................................................................... viii

LIST OF FIGURES .................................................................................................................. xi

LIST OF ABBREVIATIONS ....................................................................................................... xii

CHAPTER ONE: INTRODUCTION ......................................................................................... 1

1.1. Introduction ...................................................................................................................... 1

1.2. Context of the Problem ................................................................................................. 2

    1.2.1. The Emergence of ELT Leadership ......................................................................... 3

    1.2.2. Teachers’ Leadership Perceptions and Professional Practices ............................ 5

    1.2.3. Teacher Leadership Perceptions and the Egyptian Context .............................. 6

1.3. Statement of the Research Problem ............................................................................. 6

1.4. Research Questions ...................................................................................................... 8

1.5. Definitions of Constructs ............................................................................................ 9

1.6. Delimitations of the Study .......................................................................................... 11

CHAPTER TWO: LITERATURE REVIEW ............................................................................. 13

2.1. Introduction .................................................................................................................... 13

2.2. Teacher Leadership ...................................................................................................... 13

    2.2.1. Teacher Leadership: A Paradigm Shift ............................................................... 13

    2.2.2. Teacher Leadership as a Process of Socialization ............................................. 17

    2.2.3. Teacher Leadership as Distributed Leadership ................................................. 19

    2.2.4. Characteristics and Practices of Teacher Leaders .............................................. 22
2.3. Development of Teacher Leadership Perceptions .....................................................26

2.3.1. Structural and Cultural Factors Influencing Teacher Leadership Perceptions .................................................................28

2.3.2. School Culture and Teacher Leadership ............................................................28

2.4. Socio-cultural Background of the Egyptian Education System .................................32

2.5. A Review of Empirical Research in the Educational Leadership Literature ............35

2.6. Research Gap Addressed by this Study .................................................................39

CHAPTER THREE: METHODOLOGY .................................................................42

3.1. Research Design .................................................................................................42

3.2. Sample Characteristics and Recruitment ............................................................42

3.3. Instruments and Procedures ................................................................................45

3.3.1. The Questionnaire .........................................................................................45

3.3.2. The Interviews .................................................................................................55

3.4. Data Analysis Methods .......................................................................................57

3.4.1. Quantitative Data Analysis ...........................................................................57

3.4.2. Qualitative Data Analysis .............................................................................58

CHAPTER FOUR: RESULTS .................................................................................60

4.1. Introduction ........................................................................................................60

4.2. Egyptian EFL Teachers’ Perceptions of Teacher Leadership ...............................60

4.2.1. Instructional Proficiency ...............................................................................62

4.2.2. Communication .............................................................................................64

4.2.3. Leading Change and Going the Extra Mile .................................................66

4.2.4. Training and Continuous Improvement .......................................................68
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.5. Making Decisions and Sharing Leadership</td>
<td>70</td>
</tr>
<tr>
<td>4.2.6. Leadership Persona</td>
<td>72</td>
</tr>
<tr>
<td>4.2.7. Holding a Formal Leadership Position</td>
<td>71</td>
</tr>
<tr>
<td>4.3. Possible Factors Influencing Egyptian EFL Teacher Leadership Perceptions</td>
<td>76</td>
</tr>
<tr>
<td>4.3.1. Teachers’ Leadership Perceptions and Number of Years of Experience</td>
<td>77</td>
</tr>
<tr>
<td>4.3.2. Teachers’ Leadership Perceptions and Professional Development (PD)</td>
<td>78</td>
</tr>
<tr>
<td>4.3.3. Teachers’ Perceptions and Their Geographical Locations</td>
<td>83</td>
</tr>
<tr>
<td>4.3.4. Geographical Locations and Professional Development</td>
<td>85</td>
</tr>
<tr>
<td>4.3.5. Teachers’ Leadership Perceptions and Gender</td>
<td>87</td>
</tr>
<tr>
<td>4.3.6. School Culture and Teachers’ Leadership Perceptions</td>
<td>89</td>
</tr>
<tr>
<td>4.3.7. School Culture and Teachers’ Geographical Locations</td>
<td>92</td>
</tr>
<tr>
<td>4.3.8. School Culture and Gender Differences</td>
<td>94</td>
</tr>
<tr>
<td>4.4. Ways to Foster Teacher Leadership in Schools</td>
<td>97</td>
</tr>
<tr>
<td>4.5. Conclusion</td>
<td>96</td>
</tr>
<tr>
<td>CHAPTER FIVE: DISCUSSION</td>
<td>100</td>
</tr>
<tr>
<td>5.1. Introduction</td>
<td>100</td>
</tr>
<tr>
<td>5.2. Teachers’ Perceptions of Teacher Leadership</td>
<td>101</td>
</tr>
<tr>
<td>5.2.1. Instructional Proficiency</td>
<td>101</td>
</tr>
<tr>
<td>5.2.2. Ability to Create a Positive Collegial Environment</td>
<td>103</td>
</tr>
<tr>
<td>5.2.3. Having Knowledge of Leadership</td>
<td>104</td>
</tr>
<tr>
<td>5.2.4. Leading without a Title</td>
<td>104</td>
</tr>
<tr>
<td>5.2.5. Life-long Learning</td>
<td>105</td>
</tr>
<tr>
<td>5.2.6. Feeling Supported</td>
<td>106</td>
</tr>
</tbody>
</table>
5.3. Factors That Influence Teachers’ Perceptions of Teacher Leadership

5.3.1. Years of Experience, PD Activities and Geographical Locations

5.3.2. School Culture

5.3.3. Gender

5.4. Ways to Foster Teacher Leadership

5.5. Research Implications

5.6. Limitations of the Study

5.7. Suggestions for Future Research

5.8 Conclusion

REFERENCES

APPENDICES

Appendix A – Final Questionnaire

Appendix B - Interview Questions

Appendix C – Consent Form

Appendix D – Coding Scheme for Open-ended Questions in the Questionnaire

Appendix E – Coding Scheme for Interview Responses

Appendix F - Interview Transcriptions

Appendix G – Mean Ranks of Teachers’ TLQ Responses by Gender

Appendix H- Institutional Review Board (IRB) Approval
LIST OF TABLES

Table 1. Gender Characteristics of the Questionnaire Participants………………………………47

Table 2. Percentage of Participation from the Five Geographical Locations across Egypt……………………………………………………………………………48

Table 3. Percentage of the Questionnaire Participants by School Level ………………….50

Table 4. Description of the Teacher Leadership Questionnaire Items Based on the Teacher Leadership Literature……………………………………………….53

Table 5. Backgrounds of Interview Participants …………………………………………………………………………………………………………………………….56

Table 6. Descriptive Statistics of the Categories of Teacher Leadership…………………………………………………………………………………….61

Table 7. Descriptive Statistics of the Teacher Leadership Questionnaire Responses ……………………………………………………………………………61

Table 8. Chi-Square Test Results of Teachers’ Responses on Leading Change and the Number of Years of Teaching Experience ………………………77

Table 9. Percentages of Responses in the Category of Leading Change by Number of Years of Teaching Experience ……………………………77

Table 10. Chi-Square Test Results of Teachers’ Leadership Perceptions on Leading Change and the Number of Local PD Events Attended………………79

Table 11. Percentages of Responses in the Category of Leading
Change and Number of Local PD Events Attended ...........................................79

Table 12. Percentages of Responses in the Category of Leading Change

and Number of Local PD Events Presented......................................................80

Table 13. Percentages of Responses in the Category of Leading Change

and Number of International PD Events Attended..............................................81

Table 14. Percentages of Responses in the Category of Leading Change

and Number of International PD Events Presented .............................................81

Table 15. Percentages of Responses in the Category of Continuous

Improvement and Number of Local PD Events Attended.....................................82

Table 16. Percentages of Responses in the Category of Continuous

Improvement and Number of Local PD Events Presented..................................82

Table 17. Kruskal-Wallis Test Results of Teachers’ Responses

in the Category of Leading Change and Their Geographical Locations..................83

Table 18. Mean Rank of Teachers’ Geographical Locations and

their Leadership Perceptions in the Category of Leading Change.........................84

Table 19. Mean Ranks of Geographical Locations and Teacher

Leadership Perceptions ...................................................................................84
Table 20. Chi-Square Test Results of Teachers’ Professional Presentations and Geographical Locations .................................................................85

Table 21. Percentages of Responses to Question 15 on Local Professional Development Events Presented in the Last 5 Years by Geographical Groups ........86

Table 22. Percentages of Responses to Question 14 on Local Professional Development Events Attended in the Last 5 Years by Geographical Groups ...............................................87

Table 23. Test Statistics of Gender Differences and Teachers’ Responses in the Category of Leading Change ..........................................................88

Table 24. Mean Ranks of Teachers’ Responses by Gender ..................................................88

Table 25. Descriptive Statistics for School Culture Questionnaire Responses .................................89

Table 26. Mean Ranks of Geographical Locations and School Culture Questionnaire Responses ........................................................................92

Table 27. Gender Differences and School Culture Responses Test Statistics .................................94

Table 28. Mean Ranks of Gender Differences and Collegiality .................................................95

Table 29. Mean Ranks of Teachers’ TLQ Responses by Gender .............................................182
LIST OF FIGURES

Figure 1. Percentage of the Questionnaire Participants by Different Age Groups………………48

Figure 2. Percentage of the Questionnaire Participants by Number of Years of Teaching Experience………………………………………………………………………………49

Figure 3. Percentage of the Questionnaire Participants by the Number of Local PD Events Attended………………………………………………………………………51

Figure 4. Percentage of the Questionnaire Participants by the Number of Local PD Events Presented……………………………………………………………………51
### LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>DL</td>
<td>Distributed Leadership</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>ELT</td>
<td>English Language Teaching</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages</td>
</tr>
<tr>
<td>PD</td>
<td>Professional Development</td>
</tr>
<tr>
<td>TESOL</td>
<td>Teachers of English to Speakers of Other Languages</td>
</tr>
</tbody>
</table>
CHAPTER ONE: INTRODUCTION

1.1. Introduction

The participatory and informal ways of leading and influencing that teachers engage in through teacher networking events, support groups or teacher professional associations have all provided opportunities for teachers to become leaders without necessarily being labeled as such. Searching COCA (Corpus of Contemporary American English) for the term teacher leadership, it was found that only 27 tokens of the term exist (May, 2018). The occurrence of the term in academic circles dates back to the early 1990s where leadership was studied within the constraints of a formal position. Later on, the term became associated with teachers’ classroom practices and their pedagogical knowledge. It was only in the late 2000s that leadership became more viewed as an important practice for the school-wide reform and was defined in terms of the behaviors and skills demonstrated by teachers beyond teaching and outside the classroom. Programs on teacher leadership also started to appear in response to this paradigm shift in the definition of the term.

Supporting this new approach to studying leadership, Anderson (2005) rejects a narrow view of power and status within the English language teaching (ELT) profession or beyond. He explains that the term “leading from behind” is meant to encourage language teachers and administrators to think about leadership roles from individual perspectives rather than through power or professional status. Regardless of a formal leadership role, Anderson emphasizes that each language educator has daily opportunities to lead through influencing other teachers, effecting change in the community, and teaching students. Teacher leaders are defined by Katzenmeyer and Moller (2009) as “teachers who are leaders within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice” (p.6). The role of teacher leaders goes beyond the walls of the classroom to
effect change in the community and empower others towards achieving excellence. However, the term and its theories originated in the West and information on attempts to define and apply it in non-Western contexts is still lacking.

1.2. Context of the Problem

Egyptian teachers in general and EFL teachers in particular live and work in difficult conditions. They strive for more autonomy and power but are aware of the limited opportunities to apply it within their context. In a country like Egypt, the social and economic conditions of English teachers are very challenging. Teachers work in schools with large classes and their salaries do not match work expectations (Ramahi & Eltemamy, 2014); salaries are often not enough to even allow teachers to make ends meet. In many cases, teachers’ exposure to professional development is seen as a luxury. Power hierarchies play an important role in the Egyptian society and this has an effect on the structure of the education system which is a centralized system. Policy makers are also disconnected from the classroom and building leaders from classroom teachers enables teachers to advocate for the changes they directly see every day. The concept of teacher leadership is not often discussed and when it is discussed it is usually viewed within the constraints of a formal managerial position inside the school.

While many good teachers leave the profession or experience burnout due to these challenges, Blase and Blase (2001) and Katzenmeyer and Moller (2001) point out that “professionalizing teaching through teacher leadership seems increasingly urgent in order to attract and retain the best and brightest in education” (as cited in Triska, 2007, p. 18). Empowering teachers to take the lead, voice their concerns, participate in decision making and implement change is the best way to keep them motivated and help them avoid burnout.
Many scholars and practitioners in the field of ELT have long called for teachers to become agents of change in the classroom (Underhill, 2005). Engaging in leadership practices inside and outside the classroom thus is seen as a key component of teacher leadership. As Katzenmeyer and Moller (2009) explain, teachers who are leaders support their learners as well as their colleagues and have a positive influence on their community by guiding others towards a positive change.

For all of the teacher leadership qualities to be developed and sustained, however, there needs to be a full understanding of the concept and its applications that require a shift in governance, to support the ideas that teachers are equal partners in leadership. Teachers’ understanding of this leading role also needs to be emphasized. A number of studies suggested that teachers should be empowered to take active roles in leading school change for school reform to eventually take place (Lieberman, 1988; Urbanski & Nickolaou, 1997; Conley & Muncey, 1999). The role of teachers in effecting change is an integral part of the success of school reform. Stoelinga (2008) explained that teachers have a unique position that may enable them to effect change within schools because they are conversant with the difficulties involved with teaching. Sherrill, Zimpher and Howey (as cited in Wynne, 2001), however, point out that “teachers are too often left out of the loop of leadership in their schools; and, all too often, if given leadership roles, lack the skills that will make them successful as leaders” (para. 4). The lack of opportunities available for teachers to participate in decision-making and implement positive changes in their community is a barrier to teacher leadership. Even when these opportunities exist, there remains a need to train teachers to best take on these leading roles and become successful leaders.

1.2.1. The Emergence of ELT Leadership

While the term teacher leaders has been discussed and defined over the years by different scholars (Sherrill, 1999; York-Barr & Duke, 2004; Danielson, 2006; Katzenmeyer & Moller, 2009),
it has not been given enough attention in the context of ELT. With the complexities of language education and its surrounding political and social constraints, English teachers are constantly required to ensure quality and demonstrate best practices to face changing contemporary imperatives (Portin, 1995). A teacher’s role in the field of ELT is no longer defined in terms of competent teaching and knowledge of sound pedagogy, rather it is defined by what teachers can do to help language learners face the challenges of today’s world and support other EFL professionals to build a community of practice that fosters successful collaboration and effective interaction.

Teacher leadership is thus cemented into the idea that all teachers can contribute to the success of the educational reform endeavor and to the establishment of a collectively supportive environment (Stephenson, Dada & Harold, 2012) that would result in the desired change. As a result of its increasing importance, teacher leadership has emerged as a concern and a field of research within one of the major professional organizations for ESL/EFL teachers, TESOL International. It appeared in TESOL International events such as the TESOL Symposium on Leadership that took place in January 2005 in Bangkok, Thailand. Anderson’s (2005) paper from the TESOL Symposium on Leadership in Thailand focuses on thinking about leadership as the responsibility of all and espouses a “leading from behind” perspective that considers all ELT professionals as leaders. Sun (2014), the TESOL International past president, wrote about the myths about TESOL leadership especially for the non-native speakers of English (NNEST). She reviewed the misconceptions about leadership and denounced the Great Man Theory that attributes leadership to highly influential individuals who possess power and charisma by providing tips for teachers who want to become leaders in TESOL. Some of her tips included joining leadership training sessions and reading leadership publications. These leadership resources remain very
scarce though. If there are any, these resources are not usually easily accessible to most of the Egyptian teachers who lack the financial resources to subscribe to international teacher development publications or attend leadership workshops offered outside Egypt. This emphasis on taking on a leading role should be followed by steps on the ground to educate EFL teachers about the concept of teacher leadership and show them ways to practice leadership taking into account the contexts they function in and the perceptions of the concept they may hold due to their unique context and background.

1.2.2. Teachers’ Leadership Perceptions and Professional Practices

Leadership beliefs of teachers are shaped by many factors. Teachers’ beliefs are defined by Kagan (1992) as “tacit, often unconsciously held assumptions about students, classrooms and the academic material to be taught” (p.65). Teachers try to make sense of their complex world, as Kagan argues, and they respond to it by developing a complex system of personal and professional theories. Meijer, Verloop and Beijaard (2001) explain that beliefs are contextualized and socially constructed, reflective and “inclusive” (p.446). They are both explicit and implicit with different degrees of conviction (Zheng, 2015). Teachers may have perceptions, shaped by their surroundings, about their role and as a result act upon this perception, which may result in their active and/or inactive involvement in the education reform process. As teachers’ perceptions govern their actions (Kagan, 1992), understanding teachers’ intuitive knowledge of teacher leadership is important in predicting their leadership practices and their engagement with its applications. A study of EFL Egyptian teachers’ leadership perceptions would reveal important aspects of this profession in practice.
1.2.3. Teachers’ Leadership Perceptions and the Egyptian Context

Egyptian EFL teachers face many challenges to teach good classes and improve themselves professionally. Their perceptions of the role they should play in education reform are shaped by many factors, many of which can be social and structural. The Egyptian education system is a centralized system where decisions are made at the top and are not usually discussed with school principals or classroom teachers. As shared leadership is not the norm, the definition of a leader is usually tied to a formal position. In this culture, individuals are not expected to take initiatives nor volunteer to do the work. This structure of power in the Egyptian education system may have an influence on how teachers view themselves and others as leaders in their schools and consequently may affect the way they respond to the calls for reform from the ELT scholars in the West. Theories of teacher leadership were all constructed and developed in the West and their viability of application in the Arab world is an area that needs further exploration. While the definition of the concept may seem universally agreeable, its application and implementation by teachers who do not belong to the same Western contexts in which it originated remain under-explored.

1.3. Statement of the Research Problem

Underhill (2005) points out the need for more research in this area: “There is a huge literature on management and leadership… However, there was no breakthrough in understanding the essential qualities of leadership, nor how to develop such qualities or practices that can be learnable by leaders in preparation” (p.3). The path is not well-defined yet. Studies aimed at understanding the perceptions of teachers are scarce (Clark & Peterson, 1986). Studies conducted on EFL teachers’ leadership perceptions are lacking. The literature available discussing teacher leadership focuses more on applying the “universal” leadership models in schools where teachers, not necessarily EFL teachers, are asked to evaluate their principals or formal teacher leaders’
leadership styles (Angelle & DeHart, 2010; Kelly, 2011; Clarke, 2013; Lee, 2013; Bradley-Levine, Mosier & Perkins, 2014; Kransoff, 2015). The ELT leadership literature which does exists has predominantly examined leadership either as practiced in formal teacher leadership positions (Deborah, 2010), or as challenged by differing contexts, mostly in the US (Christison & Murray, 2008). Previous studies in the ELT leadership literature have mostly examined leadership as a theory and practice by those holding formal positions. Other aspects of the topic such as teacher leaders’ qualities, context-bound practices and supporting factors are not studied yet.

Studies on individual teacher leadership perceptions of the Arab teachers of English in general and the Egyptian EFL teachers in particular are lacking. EFL classroom teachers’ individual definitions of leadership are not fully examined in the leadership research despite the emergent need to practicing and implementing teacher leadership in schools. What is available about teachers’ leadership perceptions in the Arab World, including Egypt, is not different in its focus from the teacher leadership research in Western contexts. It focuses on teachers who are not necessarily English teachers and are in formal leadership roles as school principals or head teachers (Al-Taneiji & McLeod, 2008; Al-Hajaya & Al-Roud, 2011; Khasawneh & Abu-Tineh, 2012; Al-Jammal & Ghamrawi, 2013a; Elmeski, 2013; Al-Safran, Brown & Wiseman, 2014). Moreover, the reviewed studies are not linked to the schools’ particular cultural, social and organizational contexts and seem to be disconnected from national and cultural issues in the researched countries (Oplatka & Arar, 2017, p.34). Other studies examined teachers’ beliefs of leadership as applied to classroom management (Ghafarpour & Nejadansari, 2015), effects of teachers’ perceptions on their actual practices inside the classroom (Aliakabri & Heidarzadi, 2015), and teachers’ perceptions of a specific application of a leadership model adopted from corporate studies, such as the distributed leadership model, on school effectiveness (Al-Harthi & Al-Mahdy, 2016).
However, this is a very narrow view of teacher leadership that limits its practice and effect to the formal leadership positions of teachers usually either only outside the classroom or exclusively inside the classroom. Teacher leadership, on the other hand, as defined by Katzenmeyer and Moller (2009) takes place inside and outside the classroom.

It becomes evident that understanding teachers’ leadership perceptions in ELT contexts other than those in the US is under-represented in the leadership literature. With this noted lack of research in this area, data should be collected to explore the relationship between teachers’ understanding of the concept of teacher leadership and the factors that may have an influence on those perceptions (Hulpia et al., 2009; Angelle & DeHart, 2011). A more rigorous research with a multi-level data analysis is needed to better understand teacher leadership in the Arab World (Oplatka & Arar, 2017).

1.4. Research Questions

The current study aims at exploring the leadership perceptions of the Egyptian EFL school teachers and factors that may influence those perceptions. The research questions that guide the current study are as follows:

1. What are the Egyptian EFL teachers’ perceptions of teacher leadership?
2. Are there differences in teachers’ leadership perceptions based on teachers’ years of experience, involvement in professional development activities, geographical locations and school culture?
3. How do Egyptian EFL teachers’ perceptions of teacher leadership provide indications as to how schools and professional teacher associations can foster teacher leadership?
1.5. Definitions of Constructs

This section presents the theoretical and operational definitions of constructs as used in the current study. While the theoretical definitions offer the definitions as found in the teacher leadership literature, the operational definitions, as Perry (2008) explains, define the constructs in observable terms as the researcher decides to measure them.

1.5.1. Theoretical Definitions.

*Teachers’ perceptions:* Kagan (1992) defines teachers’ beliefs and perceptions as “tacit, often unconsciously held assumptions about students, classrooms and the academic material to be taught” (p.65). Richardson (1996) defines perception as beliefs that are considered to be “psychological propositions, premises, and other understandings about the world that are felt to be true” (p.103).

*Teacher leadership:* Katzenmeyer & Moller (2009) define teacher leaders as “teachers who are leaders within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice” (p.6).

*School culture:* It is defined by Çelik (2010) and Harris (2012) as “the dominant values, norms, assumptions, philosophy, rules, ceremonies, symbols shared by the school’s members, and the climate of the organization” (as cited in Lee, 2013, p.14). It is a community of shared practices where teachers follow similar rules and hold similar values. School culture is thus the professional community of practice where teachers have shared values, a common goal that focuses on student learning, collaboration in developing curriculum and instruction and professional reflective conversations (Kruse, Louis, & Bryk, 1995; McLaughlin & Talbert, 2001; Hord & Sommers, 2008; Groseschl & Doherty, 2000).
1.5.2. Operational Definitions.

*Perception*: It is used to refer to teachers’ thinking underlying their practices as well as their teacher leadership views as they express them. Perceptions are examined in the current study by analyzing the responses to the teacher leadership statements in the questionnaire and the answers of teachers to questions on describing teacher leaders in the interviews.

*Teacher leadership*: Adopting the definition of teacher leadership of Katzenmeyer and Moller (2009), the term is used in the current study to define the professional practices of teachers in schools both inside and outside the classroom. Teacher leadership practices assessed in the current study include communication, leading change, continuous improvement, instructional proficiency, diversity of groups and situations and decision making. Each of these terms is defined in Chapter 2.

*Professional development*: It is used as one of the variables examined in the current study to explore its effect on teacher leadership perceptions. It is defined as the extent to which teachers engage in professional development activities. These professional activities include attending or presenting at teacher conferences and/or teacher development workshops. Although there may be other forms of professional development such as reading an online article or a book, these practices are not included in the definition of professional development in the current study because they are not easy to evaluate and sometimes quantify.

*School culture*: It is used in the current study as one of the variables examined to explore its effect on teacher leadership perceptions and practices in the Egyptian school context. School culture is assessed using the Katzenmeyer and Moller (2009) seven-dimension-model of school
culture: Developmental focus, recognition, autonomy, collegiality, participation and open communication. These terms are each defined in detail in Chapter 2.

1.6. Delimitations of the Study

This study is focused on Egyptian EFL teachers’ perceptions of teacher leadership; however, important delimitations must be discussed. First, the study exclusively utilized a sample of Egyptian EFL teachers from 23 governorates (out of 27 governorates) across Egypt; these are EFL teachers who work at governmental or private schools. Only Egyptian EFL school teachers who work in Egypt constitute the sample in the current study. No data from teachers who are non-Egyptians or Egyptians but work in other contexts, such as universities or international schools, were considered. Information on the reasons for choosing this particular sample of teachers is presented in the methodology chapter.

Second, although teachers’ perceptions of leadership develop through professional interactions (Lambert, 1998), personal experiences (Angelle & DeHart, 2011), and the leadership context (Katzenmeyer & Moller, 2009), this current study provides a snapshot of teachers’ perceptions at the time of the study. It did not take a longitudinal approach to explore how teachers’ leadership perceptions developed over time due to other external factors than the variables examined, namely, teachers’ years of teaching experience, their professional training, geographical locations and school culture.

Third, since data collected in the current study is self-reported, this can present concerns regarding the validity of the data collected. Participants may not be very accurate in their responses. Participants may provide responses that do not really reflect reality. Still, listening to EFL classroom teachers’ vices is one of the goals of the current study. While previous studies in teacher leadership focused on teachers’ views of their school principals, the current study provides
a new approach to the study of leadership in education. By listening to the voices of the EFL teachers in the Egyptian school context and exploring their perceptions about teacher leadership, this study may pave the way for other studies in educational leadership in the Egyptian context to give voice to the teachers and consider change from their perspectives.
CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

The goal of the present literature review is to provide: a) a summary of the development and evolution of the term teacher leaders b) a review of the literature on teachers’ perceptions and some factors that influence those perceptions c) an introduction to the status of the Egyptian education system and a socio-cultural overview of the Egyptian perception of leadership; and d) a review of some empirical research on teacher leadership followed by the justification for conducting the current study after exploring the gaps in the literature.

2.2. Teacher Leadership

This section provides a review of the literature on teacher leadership. It begins with a synthesis of the teacher leadership literature that traces the evolution of thought to a paradigm shift in leadership in the ELT field and moves on to reviewing the contemporary definitions of teacher leaders. Then, it concludes with the characteristics of teacher leaders as discussed in the educational literature and used in the current study.

2.2.1. Teacher Leadership: A Paradigm Shift

The definition of leadership in education has evolved over the years. The way teacher leadership is defined has evolved in three main waves over the past few decades (Silva, Gimbert & Nolan, 2000; Hatch, White & Faigenbaum, 2005; Bradley-Levine, 2011).

Silva, Gimbert, and Nolan (2000) described the waves of teacher leadership in three phases. The first wave of teacher leadership appeared more than five decades ago and was defined by the managerial position. Teacher leaders were defined as those who hold formal positions as department chairs or school supervisors. These roles, in fact, were usually given to senior teachers.
in the school. Teachers who were regarded as leaders were only those who were defined as such by the positions they occupied based on the principal’s selection and the school promotion policy. Leadership was thus defined by the formal position a teacher would take. Instruction was not highly regarded as one of the criteria for choosing a leader at school; managerial skills were more considered as leadership skills. This wave of teacher leadership indirectly supported a passive role of classroom teachers and gave more power to people in positions of authority, discarding such factors as teacher autonomy and motivation.

The second wave of teacher leadership witnessed the emergence of other teacher roles beyond the school administrative roles. It emerged in response to the shortcomings of the first wave of teacher leadership (Silva, Gimbert, & Nolan, 2000) in which instruction was not necessarily regarded as a defining criterion for teacher leadership. Teachers could be curriculum designers, stage coordinators or lead teachers. However, these new teacher leadership positions meant that teachers had to leave the classroom to take on these more school-wide positions (Levin & Schrum, 2016, p.3). Being a teacher leader, thus, was not defined in terms of being a good teacher because both could not occur simultaneously. Therefore, teachers who volunteered to take on these extra roles were usually released from their teaching duties to manage the work load. They became specialists in designing curriculum, developing exams or supervising other teachers, while teaching was regarded as an extra load they should be free of.

The third wave of teacher leadership arose in the 1990s and was characterized by a move from the administrative and authoritative roles of teachers to more collegial support roles. This third wave “blurred the lines between formal and informal roles” (Kelly, 2011, p.7). Teachers, as per this new view, could be mentors to other teachers or advisors on a school curriculum committee in which they can serve others and work with the school administration while remaining in the
classroom. In this new view of teacher leadership, teacher leaders are given more freedom to exercise leadership inside and outside the classroom. Teachers do not have to give up teaching to take on these roles. This third wave of teacher leadership thus marks an evolution in the teacher leadership theory and definition because it combines both instructional proficiency and initiative-taking outside the classroom as two defining factors of leadership. Formal positions and professional out-of-the-class activities that are separate from instruction are no longer viewed as the only primary leadership criteria upon which evidence of teacher leadership is based.

In the current study, this third wave of teacher leadership frames the evaluation and discussion of teacher leadership. As a development of this third wave, some scholars have taken the definition further and created a new term to describe this paradigm shift. Berr and Wieder (2013) call teacher leaders in this last wave as “teacherpreneurs”. These are teachers who take on a hybrid of leadership roles both inside and outside the classroom. A teacherpreneur is defined by Quaglia and Lande (2016) as “a classroom expert who still teaches while finding time, space, and (ideally) much deserved reward for spreading both sound pedagogical practices and policy ideas” (p. 70). Teacher leaders in this definition are teachers who have taken on leadership roles to further their career and improve the skills of other teachers and, at the same time, are still able to dedicate time to classroom teaching. Danielson (2006) pointed out that teacher leadership is:

A set of skills demonstrated by teachers who continue to teach students but also have an influence that extends beyond their own classrooms to others within their own school and elsewhere. It entails mobilizing and energizing others with the goal of improving the school’s performance of its critical responsibilities related to teaching and learning (p. 12).
Danielson (2006) also points out that teacher leaders regard their students as their first responsibility. In this sense, they regard teaching as a core element of their leadership work. Katzenmeyer and Moller (2009) define teacher leaders as “teachers who are leaders within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice” (p.6). These definitions emphasize instructional proficiency, not the formal position, as a key defining factor of teacher leaders.

Based on this review of the teacher leadership waves, this study argues that teaching is the core component of teacher leadership, but it is not the only defining factor. Curtis (2013) and Muijs and Harris (2003, 2006) pointed out the unique position of teacher leaders who have classroom teaching responsibilities in being capable of modeling and refining instructional practices. These teachers are the best qualified leaders to implement the change needed. With this new view of teachers’ position, there arises a challenge to classroom teachers to assume a leading role. Teachers, especially those who work in difficult and challenging conditions, are in need to understand and practice leadership in this sense to become agents of change in the education reform process.

Despite the importance of teacher leadership, studies conducted on EFL teachers’ leadership perceptions have not drawn much attention in the literature of educational leadership. The literature available discussing teacher leadership focuses more on applying the “universal” leadership models in schools where teachers, not necessarily EFL teachers, are asked to evaluate their principals’ or formal teacher leaders’ leadership styles (Angelle & DeHart, 2010; Kelly, 2011; Clarke, 2013; Lee, 2013; Bradley-Levine, Mosier & Perkins, 2014; Kransoff, 2015). Moreover, studies on Arab EFL teachers’ leadership perceptions in general and Egyptian EFL teachers in
particular that use a comprehensive framework of teacher leadership (Jakson & Roberts, 2010) and examine factors and barriers to teacher leadership in schools have not yet begun.

2.2.2. Teacher Leadership as a Process of Socialization

Taking into account these new definitions of teacher leadership, one important question that has been discussed in the leadership literature over the years is whether leadership is an innate quality or an acquired skill that can be shaped by external factors. This section of this chapter will try to answer this question that may come to the mind of the reader after reading the previous definitions of teacher leaders. After reviewing the relevant literature, this study argues that teacher leadership skills can be learned and acquired, emphasizing Anderson’s (2005) idea that every teacher can become a leader.

To start with, when thinking of leadership as an innate quality, the wider leadership literature mentions the Great Man Theory. This theory suggests that “certain individuals have special innate or inborn characteristics or qualities that differentiate them from non-leaders” (Northouse, 2010, p.4). This means that certain teachers who possess qualities such as having charisma, self-expression and self-confidence are the only ones who would become leaders or at least who would be defined as such. This theory is also more common in oriental cultures where excising power on a team and taking decisions are things that only one person can do. The current study, however, does not support this view of leadership.

First of all, if this theory is applied in educational settings, we would expect to see all teacher leaders in formal positions are as such only by birth, and all those who lack this quality by birth are excluded from leadership roles. However, this is not the case in reality. Some teachers practice leadership in their context and become leaders through their self-improvement and taking progressive actions, while others do not. Second, for teachers to take initiatives and think of
effecting change in their schools, it is important to consider their surrounding environment. Teacher leadership thrives in school cultures where collaboration is fostered (Katzenmeyer & Moller, 2001; Barth, 2006; Danielson, 2006). This confirms the need for external factors to foster teacher leadership. Introducing a theory of leadership as innate quality obviously hinders any attempts to building more leaders and creating opportunities for change.

Leadership in general and teacher leadership in particular is a complex subject. Attributing a set of innate traits that make certain teachers become leaders implies that only those inherent characteristics are what make them effective leaders. Teacher leadership, like any other quality, is a product of socialization. Teachers’ practices and perceptions of the concept can be influenced by the surrounding conditions, the school culture, social and structural contexts and even by teachers’ professional practices themselves. To build teacher leaders, it is imperative that schools create the necessary conditions to empower teachers as “leadership skills and savvy mature over time and under appropriate conditions” (Gallos, 2008, p.61). Hart (1993) describes two parts of the socialization process: role taking and role making. Teachers who take on a leading role as assigned to them by the principal or school administration depending on the institutional power are not the same as teachers who take on a leading role that they create for themselves to improve one aspect of the school or create a new vision for other teachers to follow. The first is role taking while the second is role making. Teacher leadership rests on the latter since teacher leaders do not depend on power or authority to engage with other members of their community nor create visionary goals to improve school practices. Their leadership emerges because of their interactions with others and the influence they experience of their context.
2.2.3. Teacher Leadership as Distributed Leadership (DL)

The wider leadership literature distinguishes between leadership as a one-person-role, usually the appointed leader’s role and leadership as a collective activity where it is the responsibility of all (Harris, 2005). Successful leaders are defined by Harris and Day (2003) as those who “share leadership, understand relationships, and recognize the importance of reciprocal learning processes that lead to shared purposes” (p. 96). This is known as distributed leadership.

Distributed leadership as a concept is not new in educational settings. In 1950s, it originated in the literature of social psychology (Gronn, 2002). Educational scholars became interested in the idea only in 1990s. Spillane, Halverson and Diamond (2001) define the term as “distributed practice,” in which school leadership is shared by many other individuals not only the school principal (Spillane & Healey, 2010). They refer to it as “principal plus”, which means that leadership in schools is not restricted to a one single individual, who is usually the principal; neither is it defined by leaders in formal managerial positions (Spillane et al., 2001; Leithwood et al., 2007). This does not necessarily mean that distributed leadership, as Harris (2011) explains, is merely about producing more numbers of leaders. Rather, the definition includes both developing leadership in all school members and the overall quality of school leadership. It is sometimes referred to as “co-principalship” (Gronn, 2003; Gronn & Hamilton, 2004) as it is not only the principal’s job but everyone in school collaborates and shares leadership.

Similar to the development of teacher leadership definition, this change in the perception of school leadership is sought to improve schools and create more productive environments that are more responsive to learners’ needs. Fostering teacher leadership in this sense, according to Stoll (2009), eventually creates schools in which everybody is sharing responsibility and collectively
taking an action in school. Grundy, the past president of IATEFL, points out that shared leadership motivates members to do the work. He adds:

To get everyone to do great work, they have to be in an environment where leadership is shared and they set their own targets and are trusted to get on with it. Some people will fail, but most will achieve far more than in the “this-is-your-job” culture (Stephenson, 2012, p.8).

For Anderson (2009; 2012) shared leadership is a social process through which individuals are inspired to learn and work together to make their work more meaningful. He encourages English teachers to “lead from behind” in order to serve others. Leading from behind implies leading and inspiring others regardless of the formal leadership position. Such distributed approaches allow for creating more opportunities for teachers to take on leadership roles. Lambert (2002) acknowledges the significant contribution that TESOL, the international association for English teachers, has in realizing this goal and advocating for leadership to be the work of everyone. Shared ideas and collaborative efforts are more effective in solving problems and facing challenges. Creating communities of practice where teachers participate in decision-making and experience a teamwork culture through distributed leadership are effective ways of developing teacher leadership.

These effective leadership practices can be applied to the ELT profession. By allowing more opportunities for distributed leadership, more EFL teachers are given more chances to learn and demonstrate leadership skills. In this sense, teacher leadership is regarded as “a manifestation of distributed leadership” (Levin & Schrum, 2016, p.3). Teacher leadership is based on the idea that all teachers have the necessary knowledge and skills that can be shared to boost individual and collective learning in a school (Stephenson, Dada & Harold, 2012). They need to be given a chance
to improve their knowledge of the concept and learn it for a better practice. The concept of leaders as learners and the importance of valuing learning for all ELT professionals are affirmed by scholars such as Anderson (2009), Murray and Male (2005) and Stephenson (2012). It is obviously a practice that is advocated for by many scholars in the field of ELT leadership.

Encompassing this distributed leadership concept, several examples of defining teacher leadership are found in the literature (York-Barr & Duke, 2004). Some of these examples of teacher leadership definitions that derive from the idea of distributed leadership are reviewed in this section.

Teacher leadership has been defined by York-Barr and Duke (2004), as “the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement” (pp. 287–288). In this definition, teacher leadership is regarded as the collective efforts of teachers to implement changes and work towards improving school community to increase students’ success. Childs-Bowen, Moller, and Scrivner (2000) provide another definition of teacher leadership emphasizing that it is the ability to work efficiently in a community of professionals, influence students and impact other teachers to improve the school as a big community. Collaboratively working for school success is also cited by Crowther, Kaagen, Ferguson and Hann (2002) as a key element of teacher leadership.

Defining teacher leadership as a distributed leadership thus implies a redistribution of power inside the school and creating conditions where teachers work together and empower each other. Leadership is achieved in this sense through the collaboration and teamwork rather than the practice of one person’s power. If teacher leadership is to be implemented to achieve school
reform, teachers and principals need to learn about the practices and characteristics of teacher leaders. The next section reviews these characteristics and practices as discussed in the literature.

2.2.4. Characteristics and Practices of Teacher Leaders

As discussed when reviewing the literature on distributed leadership, one of the most prominent findings on leadership is that it can be shared by others within the school among school members (MacBeath, 1988; Day, Harris & Hadfield, 2000; Harris 2002). In school cultures where distributed leadership is the norm, teacher leadership can be supported and developed.

Katzenmeyer and Moller’s (2009) definition of teacher leaders embraces the practice of shared leadership. The effect of teacher leaders extends beyond their instructional leadership to reach other teachers and improve their community through effecting change, influencing others and working for school reform. Although earlier waves of teacher leadership theory defined teacher leaders in terms of their administrative roles, this definition of Katzenmeyer and Moller (2009) belongs to the third wave of teacher leadership theory discussed above which takes into account instructional competency as a key to teacher leadership.

The importance of being a competent teacher is affirmed by York-Barr & Duke’s (2004) definition of teacher leaders as they point out that teachers often emerge as leaders after they have succeeded as classroom teachers. While succeeding in the classroom is a key to teacher leadership in York-Barr & Duke’s (2004) definition, teachers may practice leadership on a school-wide scale, in influencing school policies and engaging with the wider community of teachers. Teacher leaders often organize and lead events and meetings. They go beyond the minimum level of commitment and carry the responsibility of working for the school success to influence their students’ success as well. Danielson (2006) defines teacher leaders as those who are able to have an influence on
their students outside the classroom. By practicing their leadership in school, teachers help in improving the working conditions and the professional culture of the whole school, thus effecting change and implementing reform that benefits their students’ success since the ultimate goal of teacher leadership is to impact students’ learning.

The role of teacher leaders is not defined by their formal or managerial positions as Murphy (2005) explains. In contrast to the traditional conception of leadership as related to a position or a formal role, these new definitions of teacher leaders empower more teachers to take on leadership roles, as Wasley (1991) explains, to motivate other teachers to change and begin to think about taking on more roles and doing things they ordinarily would not consider.

Leading thinkers on this subject suggested a number of requisite skills that are essential for a teacher leader role. The following is a list of teacher leader characteristics based on the literature review. The skills are organized by construct. Although they can be classified into many other categories, compiling this list of skills into a very general framework may help to inform their assessment. These skills are defined below. Using an adapted version of Katzenmeyer and Moller (2009) framework of teacher leadership, the current study examines teachers’ perceptions by looking into teacher’s perceptions of teacher leadership as defined in terms of the categories below.

**Communication.** Teacher leaders are defined in the literature as those listening to others, being able to manage school events and meetings effectively, collaborating with other teachers and using technology in communication (Katzenmeyer & Moller, 2009). Teacher leaders are able to lead by acting as friends to other teachers, listening to their problems and collaborating with others. They support other teachers and help in keeping them informed in ways that support the vision they share for the school (Danielson, 2006). These are the main communication skills of
teacher leaders that the literature described. These definitions are adopted in the current study to measure teachers’ leadership perceptions.

**Leading change.** Teacher leaders can lead others towards accomplishing the shared goals of the school. They contribute to a larger community of teachers and professionals, support other teachers and work towards the success of the school (Katzenmeyer & Moller, 2009). Teacher leaders are involved in the larger professional community of EFL teachers. They share experiences, help new teachers and provide advice and mentoring when needed; they are willing to go the extra mile and spend hours beyond school hours to work on creative projects, lesson plans and activities, and they are inspiring models. They motivate and inspire other teachers to achieve their goals. They are able to influence others and lead change by modeling it.

**Continuous improvement.** Teacher leaders develop the necessary skills to effectively collaborate with others (Katzenmeyer & Moller, 2009). They seek opportunities for self-development and are able to reflect on their strengths and weaknesses (Yarger & Lee, 1994). Examples of self-development include: presenting at teacher events, attending professional conferences, publishing work and keeping a journal of reflections. Presenting and attending professional teacher events, i.e. staying engaged with the wider community of EFL professionals in Egypt and abroad, are important practices that Katzenmeyer and Moller (2009) point out in the definition of teacher leaders. Being able to reflect on teaching and one’s professional practices, as Yarger and Lee (1994) suggest, is also a defining practice of teacher leaders. Reflective teacher appeared within the “bottom-up” model of teacher development that started in the 1980s. Ma and Ren (2011) explain that “this model holds that a teacher should take the self as an important source in her/his professional development by reflecting upon her/his teaching practice” (p.153).
**Instructional proficiency.** Teacher leaders are known to be competent classroom teachers. Killion and Harrison (2006) view teacher leaders as those who “hold a deep understanding of theory and practice” (as cited in Jakson, Burrus, Bassett, & Roberts, 2010, p.9). They know the subject matter, the current ELT trends and are aware of the pedagogical decisions they have to take to teach. They are experienced (Yarger & Lee, 1994) in the sense that they have been through various professional situations and can best use this experience to improve the work. They have new ideas and are always creative. They are successful in the classroom (York-Barr & Duke, 2004), which implies leaving a positive impact on students’ learning and motivation. They are positive and enthusiastic about teaching (Danielson, 2006) and this means they love their job and they spread this positivity to others. York-Barr & Duke (2004) also define teacher leaders as “perseverant, resourceful, action-oriented, committed, and passionate” (as cited in Jakson et al., 2010, p.8). Thus, in defining competency in teaching, scholars have discussed the updated knowledge of teaching and of subject matter, the innovation in teaching as well as the passion for the job.

**Decision-making.** Teacher leaders accept responsibility for achieving outcomes. They are persistent and they “move beyond vision, take action, and are responsible for the outcomes” (Katzenmeyer & Moller, 2009, p.11). Teacher leaders should be able to share in school decisions that related to instruction, curriculum or staff development and school improvement (Duke, Showers & Imber, 1980). Teacher leaders are action-oriented and they stand up for their rights and other teachers’ rights. They are able to assess students, teachers, school needs and are able to resolve conflicts and mediate (York-Barr & Duke, 2004). They participate in decision making and are not afraid to voice their concerns about school policy and rules. They have a plan and a vision and they can be held accountable for achieving them.
Accepting diversity. Teacher leaders accept diversity and function well in diverse communities (Katzenmeyer & Moller, 2009). They are able to function in diverse groups and diverse situations. They work well with different groups, can handle differences in opinions and are not intimidated by diversity.

These skills listed above are used for the assessment of the EFL teachers’ perceptions of teacher leadership in the current study. By exploring how teachers evaluate those skills as characteristics of teacher leaders, this study aims to draw conclusions about what leadership perceptions prevail among Egyptian EFL teachers.

Since the aim of the current study is to examine Egyptian EFL teachers’ perceptions of teacher leadership, there is a need to review the literature on teachers’ perceptions as well as on the influencing factors that have been discussed in previous teacher perceptions studies.

2.3. Development of Teacher Leadership Perceptions

Perceptions are defined in psychology as a process through which people translate and organize their senses to produce a meaningful experience of the world (Lindsay & Norman, 1977). This understanding of the world, however, may not be identical to reality, but this process of meaning transfer happens to shape teachers’ perceptions. It is not an easily identified process though because perceptions are both explicit and implicit with different degrees of conviction (Zheng, 2015). Teachers try to make sense of their complex world, Kagan (1992) argues, and they respond to it by developing their own beliefs about how teaching should be and how students should learn. They also hold perceptions about their own professional practices and other teachers’ practices in school. Perceptions, as a result, are important elements of teachers’ identity because they are the driving motives for their actions (Richardson, 1996). When confronted with a certain
situation, teachers interpret it into something that is meaningful to them based on prior experiences. Their perceptions of what the situation is and how to deal with it derive from their personal and professional experiences.

Teachers’ perceptions thus develop through professional interaction and dialogue (Lambert, 1998). Teachers who engage in professional activities and interactions, such as attending conferences or participating in other teacher development activities, may develop their own understanding of teaching. Teachers’ interactions with the world around them thus shape their views about themselves and others.

The number of years of teaching experience is another factor that is discussed in the teacher literature as influencing teachers’ perceptions. Research on teacher effectiveness during the 1970s and 1980s indicated that the number of years of teaching experience has an impact on teachers’ effectiveness (Klitgaard & Hall, 1974; Murnane & Phillips, 1981). Although the findings of these studies are not concerned with teachers’ perception directly, they can be interpreted to affirm that the number of years of teaching experience can be a factor that influences teachers’ effective practices in the classroom. Teachers who stay in the profession for a long time either become more motivated and creative or experience burnout and become ready to leave. A study by Janssen, Kreijns, Bastiaens, Stijnen and Vermeulen (2013) on teachers’ attitude towards having a professional development plan revealed that the number of years of experience has a significant relationship with teachers’ attitudes. Teachers who had less work experience were more positive than teachers with more experience. This study, although not conducted in an EFL context, shows the significance of this variable in teacher perceptions and altitudinal studies.
As the review of the literature on teacher leadership perceptions discussed above indicates, teachers’ perceptions are shaped and influenced by teachers’ personal and professional experiences. The school culture in which teachers work may also shape teachers’ professional experience and influence their perception of what a teacher leader should be. This is discussed in detail in the section below.

2.3.1. Structural and Cultural Factors Influencing Teacher Leadership Perceptions

Teacher leadership perceptions are not shaped in a vacuum, but are affected by the social contexts in which leadership exists, and the wider school community in which it is developed and supported. Moller (2001) points out that teacher leadership depends on the school context in which the teacher works. As teachers are socialized in schools, their perceptions and beliefs are also shaped by the school culture where they attended as students and in the schools where they have worked as teachers (McLachlan, Carvalo, de Lautour, & Kumar, 2006). According to Harris (2008), there should be a move to relinquishing authority and adopting a different approach to leadership that embraces collaboration rather than bureaucracy as a quality of school culture to facilitate teacher leadership practices. School culture, therefore, constitutes one of the important factors that enhance teacher leadership practice. A more detailed review of the literature on school culture as an important factor in teacher leadership is introduced in this section.

2.3.2. School Culture and Teacher Leadership

School culture is defined as “a set of attributes shared by the group with a shared history” (Deal & Peterson, 2009, p.11). Shared beliefs and practices influence how the members of this one school culture interact with one another and talk about different topics. School culture consists of the “dominant values, norms, assumptions, philosophy, rules, ceremonies, and symbols shared by the school’s members, and the climate of the organization” (Çelik, 2010; Harris, 2012). The daily
practices of school members demonstrate the prevailing culture in the school (Peterson & Deal, 2009). What teachers do every day with each other with their students and others builds and defines the school climate. The more collaborative this climate is, the better the environment is for teacher leadership to flourish. Katzenmeyer and Moller (1996) point out that professional talk among colleagues is important for the growth and development in schools as a collaborative culture where teacher leadership thrives can exist.

A review of the literature on studies conducted on school cultures proves that schools that have a collaborative culture which breeds teacher leadership have the following qualities: effective collaboration between teachers, purposeful conversations that guide teaching and learning inside the school, willingness to lead exhibited by teachers, and a reward system to acknowledge effective teachers and commitment to school values and mission (DuFour & Eaker, 1998; Lambert, 1998; Barth, 2001; Donaldson, 2001; Katzenmeyer & Moller, 2001; Crowther et al., 2002). Collaboration among teachers to share materials, design lesson plans and create new projects with the students and with other teachers contributes to building a positive school culture that is supportive of teacher leadership. School cultures that do not have these qualities pose a barrier to building and practicing teacher leadership. York-Barr and Duke (2004) explain that “professional norms of isolation, individualism, and egalitarianism challenge the emergence of teacher leadership” (p. 288). These cultural qualities define schools that do not succeed in fostering teacher leadership practices.

While this discussion on school culture fosters a concept of teacher leadership as a shared leadership, Angelle and DeHart (2011) point out that teacher leadership develops based on school leadership, emphasizing the importance of dependency on the school principal. The research on school leadership (Katzenmeyer & Moller, 2009; Crowther et al., 2002; Murphy, 2005; Salazar,
2010) highlights the role of school administration in supporting effective teacher leaders in their roles. However, studying teacher leadership should take into account the definition of teacher leadership as a distributed leadership and examine the role of school principal as one of the variables, but not the only one.

Katzenmeyer and Katzenmeyer (2005) developed the Teacher Leadership School Survey (TLSS) that identified seven dimensions of school cultures which support teacher leadership. These dimensions are used to define school culture as one of the variables examined in the current study. The following is a description of these criteria as defined by Katzenmeyer and Moller (2009).

**Developmental Focus:** Teachers get the necessary support to learn new skills and acquire new knowledge. Teachers help one another and find guidance when needed (Katzenmeyer & Moller, 2009).

**Recognition:** Teachers are recognized and awarded for their outstanding work and contributions. There is a system or a process to recognize outstanding efforts (Katzenmeyer & Moller, 2009).

**Autonomy:** Teachers are free to create their own syllabus, lesson plans and make innovations that aim to improving the school and learning of students. There are available resources to support teachers’ efforts (Katzenmeyer & Moller, 2009).

**Collegiality:** Teachers collaborate on materials and discuss strategies to improve students’ learning and school performance. They observe one another’s classes and provide assistance and advice as needed (Katzenmeyer & Moller, 2009).
Participation: Teachers are active participants in the decision making process in school. Teachers in formal leadership roles are selected by a collective decision from all teachers in school (Katzenmeyer & Moller, 2009).

Open Communication: Teachers feel they are updated and kept informed about everything in school. They feel free to voice their opinions and they are not blamed when things do not go as planned (Katzenmeyer & Moller, 2009).

Positive Environment: Katzenmeyer and Moller (2001) define it as “teachers’ general satisfaction with the work environment” and with working with other teachers. They feel respected by one another and by all stakeholders. “Teachers perceive the school as having effective administrative” leaders (as cited in Salazar, 2010, p. 19). Salazar (2010) points out that schools that foster teacher leadership are schools that enhance effective collaboration between teachers, empower them to have professional conversations which guide teaching and learning and support their willingness to lead inside and outside the school. These are schools that practice distributed leadership, where leadership is not only restricted to those holding formal leadership positions but rather is the work of everyone.

Therefore, the context of teacher leadership may have an influence on its application and understanding. Leadership research conducted to examine teachers’ understanding of the concept may assist in exploring the leadership perceptions of Egyptian EFL teachers in the Egyptian school context. Using the seven dimensions (Katzenmeyer & Moller, 2001, pp.136-138) explained above, this study examines school culture as one of the factors that may have an influence on teachers’ perceptions of teacher leadership.
As teachers are socialized in their school culture, the external culture of the country they live in also may shape and influence their perceptions. Egypt is a country where distributed leadership is not widely practiced because power distance plays a role in the Egyptian society. In such a society, the motivation and willingness to do more may be affected by different variables. Au (1999), for example, finds that the distance in power creates less motivation in individuals since they are less likely to the benefits of their efforts. In contexts where shared leadership is not the norm and a top-down approach to leadership is prevalent, one would expect the situation to be not very different from what Au (1999) has described. The next section of this chapter will provide an overview of the Egyptian culture and societal developments. By laying down this information here, the reader might capture a picture of the status and the possible implicit perceptions and expectations that Egyptian EFL teachers may have about leadership at large and barriers they may face to practice teacher leadership in particular. Due to the fact that people in a large power distance society like Egypt “accept a hierarchical order in which everybody has a place” (Hofstede, 1984, p. 84), teachers may face many challenges to fully understand and practice the concept of teacher leadership outside its traditional formal outlook. Conducting this study may give recommendations, based on data analysis and results, to support teachers in this context to practice leadership and suggest ways that policy makers can implement towards that end.

2.4. Socio-cultural Background of the Egyptian Education System

Teacher leadership in the field of English language teaching operates within a constantly changing and challenging environment. The complexities and obstacles that EFL teachers face in coping with this rapidly changing world double for teachers who work in the developing countries. It becomes crucial for teachers to assume a more active role outside the classroom to effectively teach their students and develop themselves as professionals in order to cope with the changes.
However, for teacher leadership to emerge, ELT leaders and scholars in the field need to pay more attention to the barriers and factors that influence teachers’ understanding and application of this construct in the developing countries. This section is particularly meant to briefly inform the reader about the wider social and cultural teaching context in Egypt and the perception of leadership in this Egyptian context. Due to sometimes interesting discussions of this topic with Egyptian and non-Egyptian colleagues and friends, this point is included it in the research review of this study. Some of the responses from the participant teachers in the study have also supported this idea. Therefore, it will be left to the reader to decide if it was a topic that has enriched the collected data and drew some attention to the socio-cultural perception of teacher leadership in Egypt.

The Egyptian society by time used to be historically structured like a pyramid. In ancient Egypt, the gods were at the top and Egyptians believed that those gods controlled the universe. Therefore, it was important to make them happy and obey them without thinking. They remained aloof at the top of the pyramids and were superior to everyone. Looking at Hofstede’s dimensions of culture, he states that Egypt, like other Arabic countries, scores high on the power distance dimension (The Hofstede Centre, 2016). People in this culture accept orders from the one person in power as leadership is not distributed equally; a hierarchical order is accepted and somehow regarded as the norm. Aliboni and Guazzone (2004) explain that this perception of leadership was enhanced after the independence of the Arab countries, including Egypt, as the new regimes imposed severe restrictions on the civil society, because of their fear of losing centralized control and political power. As a result, a structure of power that defined leadership based on holding formal positions was developed. Lituchy, Galperin and Punnett (2015) explain:

With a high-power distance culture, leaders will tend to separate themselves from the group. Teams revolve around a strong leader who is responsible for
allocating tasks and creating harmony among group members. Individuals within the team expect direct access to and feedback from their leader. (2016, p. 27).

In such a culture, individuals within the team expect initiatives to be taken by that one leader and final decisions to be approved by that individual leader regardless of the group consensus. In the educational and school management fields in Egypt, these social concepts of leadership are not far off the mark. The form of distributed leadership is not yet a widespread practice in managerial positions and education reform plans. The grasp of power remains in the hands of a centralized education system that monitors and supervises schools and puts policies and regulations to be followed.

The education system in Egypt witnessed worsening conditions as the quality of education has been severely deteriorating for the last decades due to corruption, centralisation, bureaucracy and ineffective reforms (Ibrahim, 2010; MENA-OECD, 2010). In Egypt, there are two ministries for education: The Ministry of Education (MoE) is responsible for pre-school, primary and secondary education, and the Ministry of Higher Education which is responsible for higher education. In a report (2017) by the Central Agency for Public Mobilization and Statistics (CAPMAS), approximately 40 per cent of the population is under the age of 18, placing a lot of importance and pressure on education and the labor market. The poor performance of the public education system can be attributed to the influence of many factors. For example, schools depend mainly on seniority rather than qualifications and efficiency when selecting school leadership. It is only recently that there have been more attempts toward developing school principals and equipping teachers with the appropriate skills. However, the centralized education system still poses a threat to any attempts at reform.
Supervising and monitoring the Egyptian education system is also highly centralized. The ministry of Education is shaping the educational trajectory of millions of students. Exams in the high school diploma are standardized across the country, while exit exams in the primary and preparatory stages are standardized across governorates. This centralized system does not allow for creativity and initiative-taking from either the school principals or the teachers. Teachers have little freedom to structure their classes and school principals are frequently told what to do, increasing pressure on both parties (Loveluck, 2012). The World Economic Forum Global Competitiveness Report 2013-2014 rated Egypt as the worst country in the world for primary education, with ‘teacher quality’ cited as the most important school factor influencing student achievement (OECD, 2009, 2011). In the middle of this, teachers are left to face these challenges inside and outside the classroom. Therefore, there is a need to educate Egyptian teachers and school administrators about the concept of teacher leadership. Not much attention, if any, has been given to exploring this need and addressing it in this context.

2.5. A Review of Empirical Research in the Educational Leadership Literature

This section reviews some of the studies on teacher leadership in the educational leadership literature. Most of the reviewed studies were conducted in Western contexts and approached leadership from mostly different perspectives than the current study. Clarke (2013) conducted a study to explore factors that affect teacher leaders’ ability to influence colleagues in secondary schools in Canada. Data were collected from six school department heads using semi-structured interviews. This study demonstrated the need for collaborative environments that foster on-going learning of teachers. The teacher leaders in this study were defined in terms of their positions and since the study was qualitative in nature. However, this study was conducted in a Western country,
with ESL teachers in familiar TESOL contexts. It also defined leadership by position, an approach not supported in the current study.

In a similar study in Canada, but this time using quantitative data collection methods, Lee (2013) conducted a study to examine the differences in teacher leadership perceptions among high school teachers. The sample in this study consisted of 141 Canadian high school teachers who work in one urban school in Canada. Using Angelle and DeHart’s (2011) inventory of teacher leadership, the results indicated no significant relationship between teachers’ perceptions and education level and their leadership positions. A very small significance was found based on gender. Killingsworth, Cabezas, Kensler and Brooks (2010) and Tabbodi (2009), however, pointed out that gender is a legitimate category of analysis. They also recommended analyzing gender differences in humanities research. There was a significant relationship between teachers’ years of experience and their leadership perceptions. Although this study contributes to the teacher leadership literature by exploring some factors that may have an influence on teachers’ perceptions, it only examines teachers’ perceptions in the context of one school in one of the Western countries. Teachers in this study are not exclusively EFL teachers and there seems to be some limitations to the study being conducted using one method of data collection which is the teacher leadership inventory.

A number of other approaches have been taken to study teachers’ perceptions. In their study on the emergence of teacher perceptions of leadership, Newton, Fiene, and Wagner (1999) approached the development of teacher perceptions of leadership using the constructivist theory. This approach is centered on the idea that “we learn and develop perceptions by synthesizing new experiences into existing perceptions” (p. 4). Their research emphasized that teachers may develop
their perceptions of leadership based on their evaluation of the effectiveness of leadership behaviors of others they work with.

Exploring the same theme of leadership in the classroom, Greenier and Whitehead (2016) conducted a study to investigate how authentic leadership model applies to language teaching. They collected data from 56 teachers who are native speakers of English using an online survey that consisted of specific open-ended and short answer type questions. The findings of this study suggested that the concept of teacher leadership is not at the forefront of teachers’ thoughts. Recommendations were made to educate teachers about authentic leadership and train them to better face the challenges of language teaching through practicing leadership.

Thinking of the broader professional meaning of the concept of teacher leadership and in contexts in the Arab world, Shah (2016) conducted a study to explore what factors impact the professional growth of EFL teacher leaders in the Saudi EFL context. The study utilized semi-structured interviews and an open-ended questionnaire with 12 EFL teacher leaders. The results indicated that teacher leadership is a new concept in this context. The study also recommended the use of leadership training, experiential learning, intrinsic motivation and reflective practices as elements to foster teacher leadership. This study, on the other hand, defined the teacher leaders interviewed as such because of their formal leadership positions. This approach, adopted in many of the leadership studies, reinforces the concept of teacher leadership as tied to a formal position, which is not a perception of leadership that is advocated in the current study. This study also explored how those “leaders” view the factors that influence their own growth, but it did not study how those factors relate to the way they think of teacher leadership and whether their professional
experience and surrounding context and/or culture had any effect on their rise to power as formal leaders.

Examining teacher leadership perceptions, also in Middle Eastern contexts, Ghafarpour and Nejadansari (2015) conducted a study on teacher leadership inside the classroom in Iran. The study aimed to explore if teachers’ beliefs about classroom management would differ based on the context of teaching. Teacher’s classroom control was regarded in this study as the manifestation of teacher leadership. Sixty-two EFL teachers participated in the study that used a questionnaire and an inventory to examine teachers’ attitudes in two contexts, a university or a private institute. The results indicated that context plays an important role in shaping teachers’ attitudes and their leadership style inside the classroom. Although this study was conducted in Iran, one of the Middle Eastern countries, and that it sheds light on one form of teacher leadership inside the classroom, it does not examine leadership in school or in contexts beyond the classroom. It simply defines leadership in terms of instructional proficiency, which is an incomplete definition of the term in its current use.

Unlike the previous studies that were conducted outside Egypt, Salem (2016) studied teachers’ perceptions of effective principal practices in an international school in Egypt. The target population was K-12 teachers attending a teacher conference in Egypt. A questionnaire was conducted to collect data and the results indicated that teachers perceive effective principals as those who develop effective policies, support teachers’ professional development, collaborate with teachers and organize professional events. The statistical analysis of the data from this survey indicated no statistical significance in teachers’ perceptions of their principals’ effectiveness based on grade level taught or their background, age or number of years of experience. However, this study was conducted using a sample of Egyptian teachers in a very specific context, an
international school that usually attracts a certain type of teacher. Therefore, using a larger sample that would allow for a more reliable data analysis is needed. Other variables that are not examined in this study, such as the teachers’ professional expertise and institutional context that may impact their perceptions, need to be examined.

Having reviewed some studies conducted on teacher leadership above, there seems to be a noted lack of research in the area of perceptions of teachers regarding teacher leadership in non-Western contexts. Reviewing more studies on educational leadership could have provided more insights into teacher leadership research conducted to date, but due to the time and space limits in the current study, the above-mentioned studies were chosen to give a snapshot of the empirical research on leadership. This review also confirms Underhill’s emphasis that more research is needed to understand the concept and its definitions. Further data is needed to investigate the relationship between independent variables and teacher-leadership (Angelle & DeHart, 2011; Hulpia et al., 2009). The need is evident for a more rigorous research to understand how teachers perceive the concept and apply it.

2.6. Research Gap Addressed by this Study

Christison and Murray (2008) pointed out “a surge of interest in leadership” in ELT; however, the topic is rarely researched in the ELT literature (Coombe, 2008; Curtis, 2013). The literature that exists used small samples and is described by York-Barr and Duke (2004) as having poor study designs that do not allow for drawing valid conclusions. Much of the research conducted on ELT leadership to date focuses on program descriptions and formal leadership roles. In many of the studies conducted, the definition of teacher leadership is narrowed down to a specific type of leadership and is focused only on the teacher as a leader inside the classroom,
being isolated from other roles within the school (Smylie, 1995). This view presented in most of the leadership studies to date is very narrow and traditional and is not a view that is supported anymore in the contemporary teacher leadership literature. York-Barr and Duke (2004) suggest that more research is still required in this area to answer some of the basic questions that we still seem to have.

As discussed above, and reviewing research on teacher leadership in non-Western countries, it is concluded that previous research on the ELT leadership research in the Arab world, including Egypt, has examined teachers’ beliefs of leadership as applied to classroom management (Ghafarpour & Nejadansari, 2015) and teachers’ perceptions of a specific application of a leadership model adopted from corporate studies. The latter examined leadership as a distributed leadership and its relationship with school effectiveness (Al-Harthi & Al-Mahdy, 2017). However, this is a very narrow view of teacher leadership that restricts its definition and effect to the formal leadership positions of teachers or their roles only inside the classroom. Teacher leadership, on the other hand, as defined by Katzenmeyer and Moller (2009), takes place both inside and outside the classroom. Therefore, the current study aims to fill this gap by delving deeper into understanding the perceptions of teacher leadership of Egyptian EFL teachers and examining the variables that influence those perceptions.

A study with the aim of exploring teacher leadership perceptions of the Egyptian EFL teachers is warranted for three reasons. First is the lack of sufficient knowledge about teacher leadership in Egypt, in cultural and social structures that differ from those in Western world from which most of our knowledge about ELT leadership is drawn. Second, as educational reform and policies draw almost exclusively on perceptions taken from the Western literature and mostly approaching leadership as a practice inside the classroom, one may get an impression that those
perceptions are universal. Therefore, examining those concepts in non-Western contexts where the practice of teacher leadership outside the classroom is much needed remains important. Looking at the field of education almost twenty years ago, Dimmock and Walker (1998) commented:

The field has a responsibility to reassess the emphasis, origins and applicability of what it produces and disseminates. For this to happen, research should stretch beyond its current near-exclusive grounding in Western theory and move toward including more diverse perspectives from multiple cultural contexts within which educational administration takes place. (p. 559)

To the best knowledge of the researcher, no study in the Egyptian context has addressed the perceptions of EFL teachers of teacher leadership across Egypt, adopting the definition of teacher leadership (Katzenmeyer & Moller, 2009) in the current study and using a mixed-methods approach to data analysis and collection. For this purpose, this study aims to investigate Egyptian EFL teachers’ perceptions with an attempt to unearth particular teacher leadership trends, practices and perceptions in an ELT context that is under-represented in the ELT leadership literature. As teachers’ perceptions shape their actions, understanding teacher leadership is a critical issue for ELT professionals who should be part of school reform.
CHAPTER THREE: METHODOLOGY

This chapter introduces the participants, the instruments used and the procedures followed in the current study. In addition, a detailed description of the questionnaire and the interview questions used will be presented.

3.1. Research Design

This study employed a mixed-methods approach in order to answer the research questions using both quantitative and qualitative data collection techniques. The tools utilized were a questionnaire (see Appendix A) and structured interviews (see Appendix B). The study is exploratory and non-experimental in nature.

3.2. Sample Characteristics and Recruitment

This study used a convenience sample of Egyptian EFL school teachers who work in governmental and private schools in Egypt. Almost half the sample consists of teachers who are members of the TESOL affiliate in Egypt, NileTESOL. The sample in the current study consists of teachers from 23 governorates out of the 27 governorates of Egypt (see Table 2 for the distribution of participants). Membership of NileTESOL is free and any teacher can become a member by either registration at the annual conference or by filling in the membership form on the website. NileTESOL members include EFL teachers across Egypt and abroad. English teachers working in schools in Egypt are usually required to have a Bachelor’s degree in English or in education and, in some cases, obtain a teaching diploma or a certificate after graduation.

In the early stages of this work, formal leaders in the field of the ELT were thought of as participants in the study in an attempt to understand how leaders think of the concept of teacher
leadership. However, and after several discussions with professors and colleagues in the TESOL department, the researcher decided to shift the focus of the study from examining perceptions of formal leaders to exploring perceptions of classroom teachers. In doing so, the study may fulfill its goals with the aim to examine how EFL Egyptian teachers perceive the concept and apply it in their schools outside the formal roles. Adopting a definition of teacher leadership (Katzenmeyer & Moller, 2009) as being a practice inside and outside the classroom, this current study argues that leadership in education is not defined by position. It also attempts to bring this definition to the forefront of the EFL classroom teachers’ thoughts.

School teachers were also chosen to constitute the sample in the current study because basic education is the key to education reform. Only teachers from governmental schools, which are also called public or national schools, and private schools, not including international schools, are selected to participate in this study. As discussed in Chapter 2, the public sector in Egypt is deteriorating and the status of education in public schools is in a bad condition. The poor quality of state-provided schooling has led to the emergence of private lessons or private tutoring. According to CAPMAS (Egypt’s Central Agency for Public Mobilization and Statistics), over 60 percent of investment in education are spent on private lessons (as cited in Loveluck, 2012, pp.6-7). Private schools as well suffer from similar problems, if not more, particularly for being owned by businessmen and for recruiting school principals who know very little about education and school reform and care more about collecting money and growing a business (Loveluck, 2012). This gives an indication to the need for research that addresses these challenges and suggests solutions to the education policy makers in Egypt.

In addition to being school teachers in governmental or private schools, only teachers who indicated they are classroom teachers in the questionnaire constitute the sample in this study. This
criterion was set for selecting participants because the aim of the current study is to explore teacher leadership perceptions of the Egyptian EFL practitioners. The study aims to provide a platform for classroom teachers to make their voices heard and their perceptions considered. School principals or leaders who have never worked as classroom teachers before are not the focus of the current research. The teacher leadership literature defines teacher leaders in terms of them being classroom teachers in addition to doing other things outside the classroom (York-Barr & Duke, 2004; Katzenmeyer & Moller, 2009; Quaglia & Lande, 2016). Accordingly, being an EFL classroom teacher is a criterion set for selecting participants in the current study.

After obtaining the AUC Institutional Review Board (IRB) approval, the researcher published an online version of the questionnaire on her social media, namely Facebook and LinkedIn. Hard copies were also distributed with the help of some colleagues who either have a wide network of teachers or work in schools themselves. After that, the researcher contacted NileTESOL and applied to get a permission to distribute the survey online to all the NileTESOL members by email. Both data collection applications described the use of anonymous questionnaires as the primary means of data communication along with audio-recorded and/or electronic interviews (see Appendix C for the consent form). The IRB application was approved in January 2018 and the AUC NileTESOL/SCE approval was obtained in February 2018.

For this study, the investigator obtained close to 211 responses. After filtering responses and cleaning the data to exclude invalid responses and responses from non-targeted populations such as university teachers, only 195 questionnaires were usable. While collecting the data using questionnaires, the researcher contacted a random sample of teachers who showed willingness in the questionnaire to participate in the interviews. Eighteen responded overall; two interviews were
conducted face-to-face and online using a voice app and the other 16 interviews were done electronically using a Google Form.

3.3. Instruments and Procedures

Using a mixed methods exploratory design, a questionnaire and interviews were conducted with the participants. While questionnaires are used to describe trends (Creswell, 2012), they can be used to identify important beliefs and perceptions. Interviews were conducted because they allow the participants to respond through expressing their personal opinions and talking about personal experiences (Neuman, 2000). The collected data using the questionnaire included questions on teacher leadership and school culture. Follow-up interviews with 18 teachers were conducted face-to-face and online to gain a more in-depth understanding of the Egyptian EFL teachers’ perceptions of the concept of teacher leadership.

3.3.1. The Questionnaire

Although using questionnaires allows for taking a quick snapshot of teachers’ perceptions, the nature of questionnaires presents a few challenges. Low response rate and sampling errors are some of these challenges, but this can be avoided by targeting a large sample and using follow-up techniques to ensure a good response rate. Response bias and untruthfulness represent a challenge as well, but this can be avoided by carefully thinking of the questionnaire design and format to avoid poor construction (Creswell, 2012). Table 4 below provides the leadership literature that was used to guide the questions’ choice and design in the questionnaire. A third challenge of using questionnaires is the type of data they provide, the self-reported data. However, there is an advantage to this type of data in qualitative research since it provides an observational data of the individual personal perspectives that cannot be easily obtained another way (Barker, Pistrang, &
Elliott, 2015). These challenges, however, do not jeopardize the data collected. Data obtained in the current study should be interpreted within the context of these limitations.

The questionnaire (see Appendix A) is divided into four sections: Section A is the demographic information section which includes questions on teachers’ years of experience, governorate (geographical location), school system and level, in addition to other demographic information. Section B is an open-ended-question section that is meant to investigate the characteristics and behaviors of teacher leaders as viewed by the participants. The third section is Section C, the Teacher Leadership Questionnaire (TLQ), and the last section is Section D, the School Culture questionnaire. The first draft of this questionnaire was piloted in November 2017. Based on the answers to some of the questions in the questionnaire and the feedback received after discussing it with the participant teachers, some modifications to the second and third sections of the questionnaire were made. Some statements were rephrased using a simplified English to be easily understood by the participants. Some other statements were deleted because they were redundant and made the questionnaire lengthy. The next section of this chapter will provide a detailed overview of the final questions on the questionnaire and the results of its reliability testing.

Section A – Demographic Information

The first section of the questionnaire (Section A) on demographic information provides information on the variables that were examined to answer the second research question on the factors that may influence teachers’ perceptions. These variables are years of experience, professional training, and geographical location. Some of these variables are examined because of their significance in the previous perception studies in teacher leadership research (Lambert, 1998; Moller, et al., 2001; McLachlan, Carvalo, de Lautour, & Kumar, 2006; Katzenmeyer & Moller, 2009; Tabbodi, 2009; Angelle & DeHart, 2011). This section of the questionnaire is also important
as it functions as a filtering tool since the questionnaire was given to teachers in schools and was extensively shared online. There was no guarantee that only the target teachers would reply. Therefore, some questions such as number 3, “Do you teach English in Egypt?”, number 4, “Are you a classroom teacher or have worked as a classroom teacher before?”, number 5 on nationality, and number 10, “Where do you teach/work?”, function as filtering questions. Below is the demographic information of the participants in the current study.

Gender: The data analysis revealed that the female participants slightly outnumbered the male participants as illustrated in Table 1.

Table 1

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number (N=195)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>91</td>
<td>46.7%</td>
</tr>
<tr>
<td>Female</td>
<td>104</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

Governorate: Participants were then asked to indicate which governorate they work in to collect information on the geographical distribution of participants and to examine the status of teacher leadership in schools in different governorates across Egypt. There were responses from 23 governorates. To facilitate data analysis and allow for the across-section analysis using SPSS, participants were divided into five groups based on their geographical distribution as follows: Greater Cairo, Alexandria, Nile Delta, Canal, and Upper Egypt. This division is based on the Egyptian geographical maps on the Egyptian General Organization for Physical Planning website. Table 2 shows this distribution and the number of participants in each group.
Table 2

Percentage of Participation from the Five Geographical Locations across Egypt

<table>
<thead>
<tr>
<th>Locations</th>
<th>Governorates (N=23)</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater Cairo</td>
<td>Cairo, Giza, and Qalyubia</td>
<td>99</td>
<td>50.76</td>
</tr>
<tr>
<td>Nile Delta</td>
<td>Gharbia, Dakahlia, Damietta, , Kafr Elsheikh, and Monufia</td>
<td>33</td>
<td>16.92</td>
</tr>
<tr>
<td>Upper Egypt</td>
<td>Fayoum, Aswan, Minya, Beni Suef, Qena, Assiut, and Luxor</td>
<td>29</td>
<td>14.87</td>
</tr>
<tr>
<td>Canal</td>
<td>Port Said, Ismailia, Suez, Sharqia, and North Sinai</td>
<td>22</td>
<td>11.28</td>
</tr>
<tr>
<td>Alexandria</td>
<td>Alexandria, Beheria, and Matrouh</td>
<td>12</td>
<td>6.15</td>
</tr>
</tbody>
</table>

As this table indicates, the highest percentage of participation is from Greater Cairo (50.76%), while the lowest percentage of participation is from Alexandria (6.15%). Nile Delta, Upper Egypt and Canal fall in the middle with a medium number of participants. The next question in this section of the questionnaire was on the participants’ age (See Figure 1).

![Figure 1. Percentage of the Questionnaire Participants by Different Age Groups.](image)

This figure illustrates that the highest percentage of participation is from teachers who were between 31-41 (44%), while teachers whose age ranged from 42-49 came next and made up 24%
of the participants. Younger teachers between 20-30 years old were 21% of the participants, while teachers who were 50 or above were only 10%.

**Number of years of teaching experience:** This is one of the variables studied in the current study. Figure 2 below illustrates the percentages of participants by the number of years of teaching experience.

![Figure 2. Percentage of the Questionnaire Participants by Number of Years of Teaching Experience.](image)

The majority of participants have 20+ years of experience. The participants who have 11-19 years of experience came second on the list. All teachers included in this study indicated they currently work or have worked as classroom teachers and some of them indicated taking on other roles at school like being head teachers, stage supervisors, coordinators, or school principals.

**Schooling System:** As for the schooling system, 39.48% (N=77) of teachers indicated they have worked in a national school, while 33.84% (N=66) of teachers indicated they have worked at
a national language school. As for teachers working in private schools, they are 7.18% (N= 14) and teachers working in private language schools are 19.48% (N = 38).

**Schooling System:** The highest percentage of participation is from high school teachers then come teachers from primary school. Preparatory school teachers constitute 27.2% of the sample in the current study. Table 3 illustrates these percentages and the participants’ counts.

Table 3

*Percentage of the Questionnaire Participants by School Level*

<table>
<thead>
<tr>
<th>School level</th>
<th>Number (N=195)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>83</td>
<td>42.5%</td>
</tr>
<tr>
<td>Preparatory School</td>
<td>53</td>
<td>27.2%</td>
</tr>
<tr>
<td>Primary School</td>
<td>59</td>
<td>30.3%</td>
</tr>
</tbody>
</table>

**Education Level:** Results of question 14 on the highest educational level attained indicated that the majority of participants have a Bachelor of Education (36.4%) or a Bachelor of English linguistics or literature (35.4%). The rest are either Ph.D. holders (1%) or others (14%).

**Professional Development:** Questions number 15-18 are about the participants’ involvement in professional development activities, mainly attending or presenting at teacher conferences and workshops locally and internationally. Results from these four questions are tallied and calculated before doing the across-section analysis on SPSS to be able to draw conclusions on the differences in responses, if any, based on professional training. Figures 3 and 4 below illustrate the results of each question (15-18) on professional development activities.

Results from question 15 on the questionnaire on the number of local professional development events attended in the last 5 years are illustrated in Figure 3 below.

50
Figure 3. Percentage of the Questionnaire Participants by the Number of Local PD Events Attended.

The results of the frequency analysis indicated that 89.2% of the participants attended local professional development events, with 44.1% indicating they have attended more than 6 events, while 10.8% did not attend events at all. Figure 4 below shows the results from the next question (question 16) on the number of local professional development events presented.

Figure 4. Percentage of the Questionnaire Participants by the Number of Local PD Events Presented.

Results from this question indicated that a total of 64.7% of participants have presented at local professional development events while 35.3% have not presented at events before.
Question 17 asked participants about the number of international events they have attended in the last 5 years. Only 49 participants (25.2%) indicated they have attended these events. The majority of participants (74.8%) indicated they have never attended international events. Question 18 asked participants about the number of international events they presented at; only 36 participants (18.5%) indicated they have presented at international teacher events in the last 5 years. The majority of participants (81.5%) indicated they have never presented at international teacher events before.

Section B – The Open-ended Questions

The second section of the questionnaire (Section B) consists of three open-ended questions that aim to explore teachers’ leadership perceptions in order to answer the first research question. Open-form items give a chance to participants to give their own answers without restrictions. They are important when the study is exploring “what possible answers might be given” (Perry, 2008, p.123). The first two questions ask teachers to complete statements on their perceptions of teacher leaders and provide adjectives that best describe them. The third question asks teachers to think of a model of a teacher leader they have met before and describe him/her. This section of the main survey precedes the third section (Section C), the Teacher Leadership Questionnaire (TLQ), in order to avoid influencing the participants’ answers by introducing the statements that describe teacher leaders used in the TLQ which are present in Section C. In this section, participants are asked to give their own adjectives and express their personal views of teacher leaders without imposing certain choices or descriptions by the researcher or the research tool.

Section C- Teacher Leadership Questionnaire (TLQ)

The third section (Section C) is the questionnaire on teacher leadership. This questionnaire is based on an adapted version of Katzenmeyer and Moller (2009) framework of teacher leadership
and is designed based on the definitions of teacher leadership in the literature and the descriptions of effective teachers as found in the educational research (De Guerrero & Villamil, 2001; Saban, Koçbeker & Saban, 2006; Erişen, 2015; Nguyen, 2016). See Table 4 for the leadership literature according to which the Teacher Leadership Questionnaire items are designed.

Table 4

Description of the Teacher Leadership Questionnaire Items Based on the Teacher Leadership Literature

<table>
<thead>
<tr>
<th>Teacher Leadership Factor Assessed/ Questionnaire Item Number</th>
<th>The Teacher Leadership Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (Katzenmeyer &amp; Moller, 2009)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sherril (1999); Katzenmeyer and Moller (2009)</td>
</tr>
<tr>
<td>2-3</td>
<td>Katzenmeyer and Moller (2009)</td>
</tr>
<tr>
<td>4</td>
<td>Sherril (1999); Katzenmeyer and Moller (2009)</td>
</tr>
<tr>
<td>Leading Change (Katzenmeyer &amp; Moller, 2009)</td>
<td></td>
</tr>
<tr>
<td>5-8</td>
<td>Katzenmeyer and Moller (2009); Danielson (2006)</td>
</tr>
<tr>
<td>Continuous Improvement (Katzenmeyer &amp; Moller, 2009)</td>
<td></td>
</tr>
<tr>
<td>Instructional Proficiency (Katzenmeyer &amp; Moller, 2009)</td>
<td></td>
</tr>
<tr>
<td>13, 14</td>
<td>Yarge and Lee (1994); Sherril (1999); Katzenmeyer and Moller, (2009); Danielson (2006); Killion and Harrison (2006)</td>
</tr>
<tr>
<td>15, 16</td>
<td>Sherril (1999); Katzenmeyer and Moller (2009); York-Barr and Duke (2004)</td>
</tr>
<tr>
<td>Decision Making and Diversity (Katzenmeyer &amp; Moller, 2009)</td>
<td></td>
</tr>
</tbody>
</table>

Section D – School Culture Questionnaire

The last section of the questionnaire (Section D) contains questions on school culture adapted from the Teacher Leadership School Survey (Katzenmeyer & Katzenmeyer, 2005). This
survey was developed to assess teachers’ perceptions of the effective practices of teacher leadership support in their schools. Since school culture is examined as one of the variables that may influence teachers’ perceptions in the current study, data collected using this section of the questionnaire may help in better understanding the significance and importance of this variable. It may also help in answering the third research question by providing information on the status of teacher leadership in Egyptian schools, which in turn may suggest ways to foster teacher leadership. As explained in Chapter 2, above, teacher leadership practices in schools are measured in this section of the survey in terms of the following categories defined by Katzenmeyer and Moller (2009): developmental focus, (b) recognition, (c) autonomy, (d) collegiality, (e) participation, (f) open communication, and (g) a positive environment. These terms are all defined in Chapter 2 of this study.

**Questionnaire Validity and Reliability Testing.** The data in this study was partially collected using Likert scales. Because teacher leadership is a genuine research area in the Egyptian EFL context, a questionnaire was developed which incorporates the definitions appearing in the published literature referred to above in Table 4. To ensure item quality, statements provided were carefully developed based on the teacher leadership literature. After a scrutinizing look at the questionnaire, it was found that there was a statement in Section C on defining teacher leaders based on holding a formal leadership position that was not very relevant. A decision was made to discard this statement although it did not negatively affect the overall reliability of the questionnaire. It was determined to be redundant since the idea of holding positions and its relationship to leadership perceptions is discussed in the teachers’ responses to questions in section B and during the interviews. Removing this item from the questionnaire ensured a better item
quality since all other statements (19 statements in Section C) are testing one construct of teacher leadership based on the literature.

To measure the internal consistency of the final questionnaire items, a Cronbach’s Alpha was performed and measured at $\alpha = .816$. This is a high reliability measurement. Finally, each section total was correlated with the item total. No negative correlations were found with either section against the item total, suggesting that no section needed to be further discarded.

3.3.2. The Interviews

Structured interviews were conducted with 18 participants; two interviews were conducted face-to-face and using voice notes for convenience and the other 16 interviews were done electronically using a Google Form. Before doing the face-to-face interview and the voice-note-interview, questions were given to the participants in order to have to consider their answers to them. The questions in the interviews (see Appendix B) evaluate leadership practices and ask for suggestions on ways schools can support teacher leadership in addition to a final question that allows the participants to add any comments or thoughts they have about the topic. The face-to-face interview lasted for 11 minutes and was recorded using a mobile smart voice recorder which has a function that allows for easy recording on a transferable file format. The online interview using voice note consisted of several voice notes that all lasted for about 12 minutes.

**Demographic Data Results of the Interview Participants.** Interviews were structured in nature. The quotations from the interviews used in the results chapter are the most pertinent parts. The full interview transcriptions may be consulted in Appendix F. Eighteen teachers were interviewed, of which 13 were female and five were male. Table 5 presents the background information of the interview participants.
Table 5

*Backgrounds of Interview Participants*

<table>
<thead>
<tr>
<th>Name</th>
<th>Governorate</th>
<th>Number of PD Events Attended or Presented</th>
<th>Years of Teaching Experience</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dina</td>
<td>Cairo</td>
<td>4-6</td>
<td>6-10</td>
<td>20-30</td>
</tr>
<tr>
<td>2. Sarah</td>
<td>Cairo</td>
<td>More than 6</td>
<td>20+</td>
<td>42-49</td>
</tr>
<tr>
<td>3. Ali</td>
<td>Cairo</td>
<td>More than 6</td>
<td>20+</td>
<td>42-49</td>
</tr>
<tr>
<td>4. Noha</td>
<td>Cairo</td>
<td>More than 6</td>
<td>20+</td>
<td>42-49</td>
</tr>
<tr>
<td>5. Hoda</td>
<td>Cairo</td>
<td>4-6</td>
<td>6-10</td>
<td>31-41</td>
</tr>
<tr>
<td>6. Heba</td>
<td>Cairo</td>
<td>More than 6</td>
<td>6-10</td>
<td>20-30</td>
</tr>
<tr>
<td>7. Soha</td>
<td>Cairo</td>
<td>4-6</td>
<td>20+</td>
<td>42-49</td>
</tr>
<tr>
<td>8. Saeed</td>
<td>Kafr ElSheikh</td>
<td>None</td>
<td>6-10</td>
<td>42-49</td>
</tr>
<tr>
<td>9. Nouran</td>
<td>Cairo</td>
<td>1-3</td>
<td>11-19</td>
<td>31-41</td>
</tr>
<tr>
<td>10. Salma</td>
<td>Giza</td>
<td>More than 6</td>
<td>11-19</td>
<td>31-41</td>
</tr>
<tr>
<td>11. Sherif</td>
<td>Matrouh</td>
<td>More than 6</td>
<td>20+</td>
<td>50+</td>
</tr>
<tr>
<td>12. Wael</td>
<td>Assiut</td>
<td>1-3</td>
<td>11-19</td>
<td>31-41</td>
</tr>
<tr>
<td>13. Mohamed</td>
<td>Alexandria</td>
<td>More than 6</td>
<td>11-19</td>
<td>31-41</td>
</tr>
<tr>
<td>14. Ola</td>
<td>Aswan</td>
<td>4-6</td>
<td>20+</td>
<td>42-49</td>
</tr>
<tr>
<td>15. Engy</td>
<td>Aswan</td>
<td>None</td>
<td>6-10</td>
<td>31-41</td>
</tr>
<tr>
<td>16. Farah</td>
<td>Gharbia</td>
<td>More than 6</td>
<td>6-10</td>
<td>20-30</td>
</tr>
<tr>
<td>17. Yasmine</td>
<td>Cairo</td>
<td>1-3</td>
<td>6-10</td>
<td>20-30</td>
</tr>
<tr>
<td>18. Nesreen</td>
<td>Cairo</td>
<td>More than 6</td>
<td>20+</td>
<td>50+</td>
</tr>
</tbody>
</table>

Despite some of the shortcomings of doing interviews using online forms, such as low response rate, short answers and lack of opportunities for further probing, the researcher found that
this method has given a chance for participants to think carefully about the topic and provide some answers that would not have been possible if the interviews had been conducted face to face. It was also more convenient since many of the interviewed teachers were out of Cairo and doing face-to-face interviews was not a practical option. In addition, the use of the online form minimized the researcher effect since the researcher herself has served as a NileTESOL president and may be known to many of the participants. Finally, it is important to note that the interview responses in this study were only suggestive due to the sample not being representative (Perry, 2008).

3.4. Data Analysis Methods

Multiple methods of data analysis were necessary to gain a better understanding of the topic and to answer the research questions. Therefore, both quantitative and qualitative data analysis methods were employed.

3.4.1. Quantitative Data Analysis

To answer the research questions, multiple levels of data analysis were required. Descriptive statistics were utilized and were computed using SPSS for Windows version 24. Mean (average) scores of Likert scale questions were computed. Non-parametric tests: The Chi-square Test, the Kruskal-Wallis Test and the Mann-Whitney U Test were run to measure differences mainly according to teachers’ professional development (PD) activities, number of years of experience, and their geographical locations (where they teach) and school culture.

Guiding the interpretation of the statistical tests performed in this study, the $P$ value was used. Looking into the $P$ ratio values for each dependent variable informed the researcher of differences existing for the independent variable. If the calculated $P$ value is found not greater than the expected $P$ value $= 0.05$, one concludes that a statistically significant difference exists and the null
hypothesis is rejected. The presentation of the data results in Chapter 4 of this study appears in figures and tables that are each followed by interpretation.

3.4.2. Qualitative Data Analysis

Open-ended questionnaire answers and interview data were classified according to patterns and themes. The final coding scheme used for the interviews and the open-ended questions in the questionnaire are included in Appendices E and D, respectively.

There were different steps for collecting and analyzing the qualitative data. First, to analyze data from the open-ended questions in the questionnaire, data was exported from the online form to a Google Excel sheet. Then, a first reading of the responses was done that gave the researcher an idea about the kinds of responses received. A second reading was important to look for patterns in answers and develop a coding scheme. Once the coding scheme was developed, a third reading was done to make sure the codes apply to the responses so themes can be classified. The final coding scheme for the data from the open-ended questions is in Appendix D.

As for the interview data, since two interviews, the one done face-to-face and the one done using voice notes, were audio-recorded, transcription of the data was required. Data from these two interviews was first transcribed using ExpressScribe Transcription Software for Windows then transferred to Microsoft Word to check for errors and format. Although the response from the first interview using voice note was a continuation of the same participant’s response on Google Form, the participant recorded her answers in Arabic. This data was transcribed in Arabic (see Appendix F), then translated into English by the investigator to be included in the analysis. Translation was then sent to the participant interviewee for review and approval before it was included in the data set. Interviews from the online form, the Google Form, were all in English and were exported to an Excel sheet and added to the corpus of the interview data after replacing names. To protect the
confidentiality of responses (Cresewll, 2012), all names used in the interviews are pseudonyms. Next, the investigator read the transcribed data and the responses from all interviews to identify patterns of responses. Color coding was used to identify similar responses. Then, patterns of answers were classified into themes. Themes were developed based on the literature and other global ideas that are relevant to the topic of teacher leadership. Color-coding was revised multiple times to ensure consistency and similarity in responses classified before developing a coding scheme for analysis (see Appendix E for the coding scheme).
CHAPTER FOUR: RESULTS

4.1. Introduction

The purpose of this study was to investigate Egyptian EFL school teachers’ perceptions of teacher leadership using a quantitative instrument (a questionnaire) and a qualitative instrument (structured interviews). This chapter presents the results from the instruments utilized for this study by themes to answer the research questions. Tables and figures are used to compliment the written report.

4.2. Egyptian EFL Teachers’ Perceptions of Teacher Leadership

To answer the first research question on teachers’ perceptions of teacher leadership, this section details the data analysis results of the Teacher Leadership Questionnaire (TLQ) (Section C) and the qualitative data analysis results from Section B in the questionnaire in addition to the interviews. Descriptive and inferential statistics calculated using SPSS for Windows version 24 and qualitative data analysis of the open-ended questions in the questionnaire and interview responses using thematic analysis were used. The data analysis for this part indicated that teachers perceived teacher leadership mainly in terms of instructional proficiency and effective interactions among themselves. Teachers viewed their collaboration and collegial interaction as more important in defining teacher leadership practices than their individual initiative-taking activities and self-professional development efforts. The following are the data analysis results from the Teacher Leadership Questionnaire and interviews answering the first research question.

Based on the five categories of teacher leadership defined by Katzenmeyer and Moller (2009), namely communication, leading change, continuous improvement, instructional proficiency, and decision making and diversity, Section B of the questionnaire asked participants to rate the importance of each statement as a definition of teacher leaders on a 3-point Likert scale that ranges
from “Very Important” (3), “Important” (2) and “Not Important” (1). Table 6 illustrates that instructional proficiency, being a competent teacher inside the classroom, received the highest rank with a mean score of 2.817 out of 3 (SD = 0.27019). Communication and interactions among teachers received the second rank with a mean score of 2.7295 out of 3 (SD = 0.27730). Leading change came third with a mean score of 2.6244 out of 3 (SD = 0.32938).

Table 6

Descriptive Statistics of the Categories of Teacher Leadership

<table>
<thead>
<tr>
<th>Teacher Leadership Category</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Proficiency</td>
<td>2.8179</td>
<td>.27019</td>
</tr>
<tr>
<td>Communication</td>
<td>2.7295</td>
<td>.27730</td>
</tr>
<tr>
<td>Leading Change</td>
<td>2.6244</td>
<td>.32938</td>
</tr>
<tr>
<td>Decision Making and Diversity</td>
<td>2.5778</td>
<td>.43219</td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>2.5064</td>
<td>.40250</td>
</tr>
</tbody>
</table>

To look into the levels of agreement among teachers with the statements in these three categories in particular, and the other categories in general, descriptive statistics of teachers’ responses are illustrated in Table 7.

Table 7

Descriptive Statistics of the Teacher Leadership Questionnaire Responses

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Listens to other teachers’ problems</td>
<td>2.92</td>
<td>.294</td>
</tr>
<tr>
<td>2. Leads school meetings</td>
<td>2.39</td>
<td>.636</td>
</tr>
<tr>
<td>3. Uses technology effectively to communicate with others</td>
<td>2.79</td>
<td>.433</td>
</tr>
<tr>
<td>4. Collaborates with other teachers to create new lesson plans and</td>
<td>2.83</td>
<td>.407</td>
</tr>
<tr>
<td>materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Leading Change**

5. Regularly organizes and presents at school events and beyond.  
   Mean: 2.55, SD: .557  
   Mean: 2.89, SD: .342  
7. Stays after work hours and does extra work to support other teachers.  
   Mean: 2.18, SD: .686  
8. Motivates other teachers towards better performance  
   Mean: 2.87, SD: .365  

**Continuous Improvement**

9. Publishes articles in professional teaching journals  
   Mean: 2.08, SD: .681  
10. Presents at professional conferences and workshops  
    Mean: 2.45, SD: .635  
11. Attends professional conferences and workshops  
    Mean: 2.75, SD: .501  
12. Reflects on his/her strengths and weaknesses  
    Mean: 2.75, SD: .491  

**Instructional Proficiency**

13. Spreads positive energy inside the classroom and is enthusiastic about teaching  
    Mean: 2.95, SD: .243  
14. Knows about the new trends in ELT research  
    Mean: 2.76, SD: .482  
15. Is a competent classroom teacher  
    Mean: 2.71, SD: .517  
16. Has innovative teaching ideas and is always resourceful  
    Mean: 2.85, SD: .376  

**Decision Making and Diversity**

17. Stands up for other teachers’ rights in school and beyond  
    Mean: 2.59, SD: .571  
18. Takes decisions on hiring new teachers or adopting a new curriculum/program  
    Mean: 2.41, SD: .654  
19. Can work with diverse groups (of different nationalities, religions, viewpoints, etc.) of teachers and students  
    Mean: 2.74, SD: .463  

---

**4.2.1. Instructional Proficiency**

As illustrated above, instructional proficiency generally was perceived as the first characteristic of teacher leaders. There was very strong agreement with the statement on spreading positive energy inside the classroom and being passionate about teaching with a mean score of
2.95 out of 3. Having innovative teaching ideas received almost the same degree of agreement like being passionate about teaching with a mean score of 2.85. Knowing about research and being a competent teacher were both strongly agreeable to participants as well.

The results presented above on teachers’ perceptions of teacher leadership using quantitative data analysis were further confirmed by the qualitative data analysis results of the open-ended questions in the questionnaire and the interview responses.

There were many occurrences of the theme of instructional proficiency in teachers’ responses to the open-ended questions in the questionnaire and the interviews. Teachers expressed their understanding of the concept of teacher leaders mainly in terms of teaching; being a competent classroom teacher with good classroom management skills is a dominant theme in the data. Some of the examples from the participants’ responses on instructional proficiency are: “she meets the needs of her students”, “offers a safe learning experience to his students”, “she/he masters her/his course”, “they teach for life not for exams”, “he could change his students' behavior and made them love what he do”, “can lead students and make them love the subject”, and “he can devise and tailor his own teaching methods and lesson plans”.

Some teachers viewed teacher leadership in terms of classroom management which was illustrated in the several occurrences of the word “control” in teachers’ responses. Teachers mentioned a teacher can become a leader when “he can organize his classroom and achieve his goals”, “he controls his class well”, “he or she can hold control all their students”, “he controls the classroom”, and “he controls the class and makes his students love him”. Controlling in this context was regarded as a form of classroom management and, thus, considered within the theme of instructional proficiency.
In the interviews, several participants talked about instructional proficiency as a characteristic of a teacher leader. Hoda, who works in a national school in Cairo and has 6-10 years of experience, believed that a teacher could become a leader by building a strong rapport with students. She explained that a teacher leader should “relate to their lives and speak to them a lot about their dreams and their future plans”. She also perceived teacher leadership as a teacher practice within the classroom. Nouran, who works in a private language school in Cairo with 11-19 years of teaching experience, agrees with Hoda, “he needs to be a good leader inside the class first to be a good leader outside”. Ola defined poor leadership in terms of poor teaching in the classroom. She regarded a poor leader as one who lacks knowledge and “can't control his students...poor class management”.

Hoda talked about the importance of creativity in teaching as an indication of teacher leadership. She criticized teachers who stick “to teaching the curriculum” and don’t innovate. Creativity and thinking out of the box, then, are important teacher leadership practices, according to Hoda. Being passionate about teaching was also mentioned by some participants in response to both the open-ended and interview questions.

4.2.2. Communication

Communication refers to the ability to work in teams and effectively collaborate with others. Having communication skills was ranked second as a definition of teacher leaders. In this category of the questionnaire, which consisted of questions 1-4, there was a varying degree of agreement with all the statements. With a mean score of 2.92 out of 3, there was more agreement with the statement “listen to other teachers’ problems” than with other statements in this category (Communication). With a mean score of 2.83 out of 3, the statement that says: “Collaborates with
other teachers to create lesson plans and materials” received the second rank in this category. Teachers ranked their interactions with each other as more important than leading meetings and using technology as characteristics of teacher leadership.

Communication was also found to be highly regarded by teachers in their responses to the open-ended and interview questions as a practice of teacher leaders. One teacher mentioned a teacher could become a leader when “she understands her team and knows their needs”. Other teachers mentioned listening to teachers, respecting them, being friendly, and understanding other viewpoints as important teacher leadership practices.

Another participant provided an example of effective communication skills as an evidence of teacher leadership:

I know a woman ... She is the most effective teacher leader I've ever met. She listens to each person in the team that she has and after getting all things, she puts all of her confidence in our work and she has a great feeling that we are awesome which makes us work harder and greater. She is a good listener.

Affirming communication skills as key to teacher leadership, Dina, who works in a private language school in Cairo, mentioned teacher leaders “need to put their team-playing skills at work. They need to be good listeners and consider going the extra mile and going out of their way to help others as part of their day to day job”. Wael, who works in a national language school in Assiut, said that a teacher leader “should be a friend to all his colleagues”. Salma also agrees with this opinion. She said that a teacher leader “must be a friend and a trustworthy person for all her Ss. She must listen and do her best to help. There must be many methods of communications
between her and them”. Successful communication with students and colleagues is perceived by the participants as important in the definition of teacher leadership.

4.2.3. Leading Change and Going the Extra Mile

The third most important definition of teacher leaders as chosen by the participants was leading change, represented by statements 5-8 in the questionnaire. There was rather strong agreement with the statement “supports and helps new teachers” with a mean score of 2.89 out of 3. The next statement on the rank of agreement was: “motivates other teachers towards better performance” with a mean score of 2.87 out of 3. Teachers strongly agreed to those two statements which represent teachers’ collaboration and support to each other. Teachers agreed less with the other two statements in this category, which represent teachers’ individual leadership actions such as organizing professional events and staying after school hours to do extra work.

In addition to perceiving teacher leadership in terms of sound classroom teaching and in agreement with the results of the quantitative data from the Teacher Leadership Questionnaire, teachers also perceived teacher leadership in terms of the positive effect that teacher leaders have on others. The next pertained theme in the analysis of the open-ended questions responses and interviews is motivating and inspiring others. Participants indicated inspiring other colleagues and motivating them at the workplace as key elements of teacher leadership. They said: “he/she has the ability of training his colleagues and having “a good vision of improving their teaching methods”, “he inspires and motivates”, “he is a good model to be followed”, “s/he helps others to be more professional”, “he/she can be a resource provider, a classroom supporter and supervisor, and a learning facilitator”, “he is supervising the other teachers as a senior teacher or works as a teacher trainer”, “he can lead and inspire others” and “he paves the way to the others to achieve
their goals”. Leading change is illustrated by one teacher’s example when he said a teacher could become a leader when “he finds that something wrong is going on” and when he detects problems and takes initiatives to solve them. Another teacher said teachers could become leaders “when they are able to change the school culture and make the whole school a learning environment”. Other examples that emphasize the importance of influencing others in the teachers’ responses are: “take hand…open minds…and touch hearts”, “he/she can help, direct and support other teachers” and “he or she is able to help, direct, mentor, involve other teachers in new trends of PD, transmit his or her experience to others smoothly, make all teachers as one teacher working for the same goal, the same motive and work to achieve the same objectives”. Teacher leaders are thus defined in terms of the actions they take to improve their community and the influence they have on others.

In the interviews, Mohamed, from Alexandria, mentioned the importance of helping other teachers by becoming a mentor. He said teachers should “have needed knowledge and skills and practice mentoring”, while Engy stressed the importance of having knowledge and other professional skills to function in this role. She said “they should have wide knowledge, realize how to solve problems in suitable ways, encourage hard-working and cooperation to develop the work”. Sarah, who also works in a governmental school, shared her own example of practicing teacher leadership. She talked about extracurricular projects she has created and performed with her students. Soha also mentioned an example of an activity she did to help other colleagues. She said: “I have held a lecture to help my colleagues to transfer the new methods of teaching to them…”.

Teachers perceive leadership as going the extra mile and being a model for others. Dina indicated that helping other teachers is a practice of teacher leadership even if this costs the teacher leader to work extra time or “sacrifice his own good for others”. She said “I have met teachers who would make sure new material and extra-curricular activity sheets were accessible to the whole staff even
if it would cost her time and money”. Noha also shared the same opinion by saying that an example of a teacher leader she met before was a teacher who used to help “other teachers by providing resources and ideas whenever someone needed support. In this way, she became a role model for many of us in sharing, creativity, teamwork and non-stop seek for knowledge”. Leading and mentoring groups of teachers was also mentioned by Mohamed as an example of teacher leadership. This quality of teacher leadership was also marked by a response from one of the teachers saying a teacher leader is “transformational”.

4.2.4. Training and Continuous Improvement

One of the other important themes in the qualitative data describing teacher leaders was acquiring training and life-long learning. The statements that measured participants’ degree of agreement with this characteristic in the questionnaire as a definition of teacher leaders are items 9-12. With a mean score of 2.75 out of 3, there was a strong agreement with two statements, “attends professional conferences and workshops” and “reflects on his/her strengths and weaknesses”. There was less agreement with the statement on presenting at conferences and workshops with a mean score of 2.45 out of 3 and publishing articles in professional teaching journals with a mean score of 2.08 out of 3.

In the qualitative data analysis, continuous improvement and training were identified as any mention of abilities, professional development, knowledge and qualifications in the participants’ responses. Some examples from the participants’ responses are: “he has the needed knowledge and skills”, “he gets more training to be effective”, “he has the enough experience”, “he has a solid background of his subject, “he can identify areas of excellence and weaknesses and can bridge the gaps found in others' performances”, “she acquires sufficient knowledge and skills”, “he is well-
trained”, and “he/she takes the correct studies and takes the opportunity to apply them”. In answering this question, participants said a teacher can become a leader when “he has knowledge and experience”, “when he explores his surroundings and creates the best ways to achieve his goals and when he makes the best use of everyone around him”, referring to the leaders’ knowledge of their own contexts and other teachers’ skills. Other teachers added: “when he has the needed knowledge and skills”, when he is “a scholar”, “when he is qualified”, and when “he works as a teacher and knows all the problems of education”. Other teachers related the knowledge of the teacher leaders to management. One of them said when he “knows all the aspects of good management”, another said when he “realizes the due rights and duties of this position”, and one teacher said: “he has the ability to set goals, delegate the right people to do tasks and then assess the team achievements”. Teachers mentioned a teacher can become a leader when “he believes that he can never get enough knowledge and learning and seek more”, “he improves himself”, and “he leads himself before others to succeed”. Having knowledge and training to be qualified for the job are highly regarded by teachers as important for teacher leaders.

This theme was further expanded by the responses in the interviews. Sarah and Noha, who have more than 20 years of teaching experience and are very involved in PD activities, pointed out that “lifelong learning is the best way to get confident and helps the teacher to be stronger person, especially if he practices leadership in different situations inside and outside classroom” She believes that lifelong learning is important to become a teacher leader and act in different situations beyond the classroom. Noha said that for teachers to become leaders they need to “work on themselves. Professional Development is the keyword to me”. Heba, Soha and Saeed also agree to this opinion. They believe that a teacher must “must seek professional development to be a leader to his colleagues” and that he must “improve his personality and his ability by reading about
leadership and attend courses to know how to deal with other to choose him as a leader without he asks about it”, and “they should improve their skills”. In addition to the above responses, seeking professional development by “attending many seminars and exchanging experience with different nationalities” was mentioned by Ali as an example of a teacher leadership practice.

4.2.5. Making Decisions and Sharing Leadership

Participants shared their perceptions of teacher leadership by talking about examples of leadership they met. By evaluating others’ leadership practices in schools, participants’ perceptions can be explored. Teachers talked about the importance of practicing shared leadership as a characteristic of teacher leaders. Sherif, the participant from Matrouh, mentioned the importance of being involved in school-wide decisions in order for teachers to be leaders:

In my point of view, he must be involved in the school life completely, keep in touch with the outer community and has good relations with the Parents' Assembly as well as being knowledgeable of the latest educational approaches.

Heba elaborated on an example of a teacher leader she has met who used to appreciate and listen to teachers and practice distributed leadership in school,

We didn't really have that before, nobody really listens. In those meetings, they're just informing us of what's going to happen..., but she actually asked us to think of what we want to change, she actually let us review the books before the beginning of the semester and see if we really like them or want to ask for a change.
She added that involving teachers in decision making and respecting their opinion made them feel motivated, she said “we felt she respected us she respected our points of view”. This confirms the results of the Teacher Leadership Questionnaire presented before that rate teachers’ involvement in decision-making as one of the important factors of teacher leadership.

Shared leadership is further mentioned by some other participants as a practice of leadership. Salma, who is active in professional development, indicated that she does not give orders to her teachers but rather she listens to them and “discuss together”. Wael also believes the same idea as he mentioned an example of his manager who always asks teachers about their problems at school “and sometimes any problems outside it”. Ola supported this opinion and mentioned “the ability of public talk and collaborate in team work” as very important to achieving teacher leadership. Taking decisions and “making the right decision even if the situation is critical without any hesitation” is mentioned by Sherif, from Matrouh, as an example of a teacher leadership practice.

When talking of examples of poor leadership, Hoda mentioned the lack of shared leadership. She talked of her boss who was the head of department for too many years. She said: “she used to divide her tasks amongst us and sit down doing nothing. Nothing is worse than working under a bossy boss”. Nouran shared the same opinion of Hoda. She explained: “My previous school, my supervisor was not cooperative at all. He doesn’t help his teachers or providing them with any resources”. Wael believed that a leader, or a school principal, who “sits in his office only” is a poor example of leadership. Mohamed mentioned “a military leader” as an example of poor leadership. He also said a bad leader “can't take the right decision in the right time”. This mention of the military may reflect an understanding of leadership in a wider political and social context in Egypt.
4.2.6. Leadership Persona

Despite of the fact that the current study focuses on investigating teacher leadership practices and characteristics that can be learned by others, not supporting the claim that leadership is innate, having personal leadership qualities emerged as one of the themes in the data. It was mostly interpreted, however, by the participants in terms of the skills explained in this study. In describing teacher leaders, some participants mentioned having some personality traits as defining factors of teacher leaders. This finding is new since the Teacher Leadership Questionnaire did not focus on exploring perceptions of definitions related to personality.

Participants mentioned having the right personality, being “charismatic”, “patient”, “responsible”, “kind”, “organized”, self-confident”, “honest”, and “open-minded”, as important characteristics of teacher leaders. In the interviews, while most participants shared views on professional skills that are necessary for teachers to acquire to become leaders, Ola, from Aswan, shared her belief that teachers who want to become leaders should have personal skills that qualify them for this task. They “should have a good character, firm enough, have the ability to persuade others of his point of view, and able to solve any problem”. Heba said that teacher leadership is innate and that a teacher can become a leader if he has the right personality. She said: “I also think it has to do a lot with the personality of the person. Some people are good at leadership because they have the patience; they have this ability to listen”. In this example, although Heba mentioned leadership is by personality, her explanation of it was in terms of skills discussed in the Teacher Leadership Questionnaire such as listening to others.
4.2.7. Holding a Formal Leadership Position

This theme was further highlighted in the interview data as teachers were asked to express their opinions of the relationship between teacher leadership and holding a formal position. Almost all the participant teachers agreed that holding a formal managerial position is not important in defining teacher leaders. Engy mentioned that positions do not define leaders, she said: “teachers can lead from any position by guiding and advising others”. Heba, a teacher in a national language school in Cairo, believed that some people in positions are not qualified to become leaders. She explained:

I do agree with the scholars, sometimes the teacher can have qualities of leadership and they're still at the beginning of their career maybe and some teachers in the leadership position are not really aware of what does that even mean. It depends really on the teacher and their qualification and their experience.

Dina said “a teacher can lead by example and by motivating their colleagues and not necessarily be in a superior position”. Sarah, who is a school supervisor, defined teacher leadership within the classroom and affirmed that by leading his or her students, a teacher is a leader. She said “…a teacher is always the leader of a group of people (students) even if they are young or few”. Noha, who has an MA in educational leadership, took the definition further by indicating that leadership can be practiced outside the classroom without holding a formal position. She said:

A teacher can act as a leader among his /her colleagues and within the school community without actually holding a formal position of leadership.

Helping other teachers develop and supporting them, creating a teamwork
spirit and acting to change the culture of the school, are all things you can do regardless of a position.

Noha explained that the role of the teacher leader extends beyond the classroom and that holding formal positions is not important. Soha, who has more than 20 years of teaching experience, indicated that the number of years of teaching experience is not a defining factor for teacher leadership. She said that “sometimes a new teacher can make a difference in his organization”. Soha’s opinion stems from the common perception that those who hold these managerial or formal leadership positions are usually those who have extensive experience and many years of experience. She disagreed with this view and rejected defining leadership by seniority, an interesting opinion that was supported by the data analysis from the questionnaire to be discussed later in this chapter.

Nouran, who works in a private language school in Cairo and has a good involvement in PD events, also disagreed with restricting leadership definition to holding formal roles. She said “some people can be managers but they are bad leaders”. She drew this distinction between leadership and management and perceived teacher leadership beyond the managerial role. Salma, who has the same number of years of teaching experience like Nouran (11-19 years) and works in a national language school in Giza, indicated that managerial roles could sometimes become an obstacle to teachers who want to practice leadership. She said “the teacher leader doesn't need a position to help and guide his students and colleagues; he/she is always a devoted volunteer. Even sometimes she thinks that any managerial role may hinder her”. She said that these formal positions sometimes restrict the role of the teacher leader. Nouran’s perception might be due to a perceived understanding of the politics that come with holding a managerial role, that the freedom in taking decisions or thinking out of the box are not usually granted and that someone in a superior position
in the leadership ladder may have an influence on the decisions a leader in a lower managerial position might take.

This perception of leadership can also be linked to the Egyptian societal understanding of power structure. Leaders in formal positions do not usually have the autonomy to take decisions without being questioned or redirected. Sherif, who works in Matrouh, confirmed this perception of leadership by saying that “the educational system itself may represent an obstacle to apply the role of teacher leaders effectively”. Sherif indicated the deficiency of the educational system in supporting teachers who want to practice leadership. Holding a managerial role, in his opinion, is not the defining factor of leadership because even reaching high on the power structure is not effective if the system of education is not supportive. Ola, who works in a national school in Aswan, indicated that formal positions do not define teacher leaders. She said “it depends on the teacher character not on his position”. She perceives leadership as an innate quality which is not defined by any external factors.

Unlike the above responses, two participants indicated their agreement with defining teacher leaders by formal leadership or managerial roles. Both Saeed, who is from Kafr Elsheikh and received no professional training nor participated in professional events, and Mohamed who is from Alexandria and works at a primary national language school, indicated the importance of holding a formal role to perform leadership duties. Mohamed indicated that “there is only one formal leader but there are many leaders that can help others”, not rejecting the definition of leadership by position, but also indicating there should be one leader although others can exist outside the formal position. On the other hand, Saeed affirmed the Egyptian leadership pyramid structure, discussed in the literature review chapter of this study, by saying that “our society without any formal role can't move or follow any duties”. Saeed believed in the importance of
having one leader who holds a formal position and practices leadership duties by being in this position. He did not refer to any other forms of leadership outside this formal position. A few other teachers mentioned holding a formal position to describe leaders such as being “a manager” or a school “head”. This shows some perceptions of leadership are linked to the formal position.

To sum up the results of the data analysis for the first question in this study on the teachers’ perceptions of teacher leadership, teachers perceived leadership mainly in terms of teaching inside the classroom and the practices that involve their communication with each other outside the classroom. Other perceptions of the concept also appeared in the teachers’ mention of training and decision-making as important in defining teacher leaders. Some other perceptions of the concept were also found to be linked to having a formal position and a leadership persona (See Table 7 for the descriptive statistics of the Teacher Leadership Questionnaire responses).

4.3. Possible Factors Influencing Egyptian EFL Teacher Leadership Perceptions

In an attempt to answer the second research question on the factors that may influence teachers’ perceptions of leadership, this section details the data analysis results of the questionnaire and interviews using descriptive and inferential statistics as well as qualitative data analysis. The data analysis for this part indicated differences in perceptions, mainly in the category of leading change in the Teacher Leadership Questionnaire, based on teachers’ years of experience, PD activities and geographical locations. Gender was also found to be linked to differences in teachers’ perceptions. There was no statistically significant relationship between teachers’ perceptions and school culture, but there emerged an emphasized importance of the administration’s support in practicing leadership in schools especially in the interviews. The data analysis of the interview responses also supported and sometimes further explained the results of the questionnaire.
4.3.1. Teachers’ Leadership Perceptions and Number of Years of Experience

To explore the relationship between teachers’ leadership perceptions and the number of years of teaching experience, a Chi-square test was performed and a relationship was found in the category of “Leading Change”, \( \chi^2(6, N=195), p = .032 < .05 \) (See Table 8 below).

Table 8

*Chi-Square Test Results of Teachers’ Responses on Leading Change and the Number of Years of Teaching Experience*

<table>
<thead>
<tr>
<th>P value</th>
<th>Df</th>
<th>*Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>13.767(^a)</td>
<td>6</td>
</tr>
</tbody>
</table>

Note. P <.05

A frequency analysis was run to determine the frequency of responses of the four statements in this category of the questionnaire. Table 9 below illustrates the percentage of participants’ responses in this category of the Teacher Leadership Questionnaire.

Table 9

*Percentages of Responses in the Category of Leading Change by Number of Years of Teaching Experience*

<table>
<thead>
<tr>
<th>Participants’ number of years of teaching experience</th>
<th>Not important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>0.0%</td>
<td>37.1%</td>
<td>62.9%</td>
</tr>
<tr>
<td>6-10</td>
<td>0.0%</td>
<td>7.0%</td>
<td>93.0%</td>
</tr>
<tr>
<td>11-19</td>
<td>0.0%</td>
<td>18.2%</td>
<td>81.8%</td>
</tr>
<tr>
<td>20 +</td>
<td>1.6%</td>
<td>17.7%</td>
<td>80.6%</td>
</tr>
</tbody>
</table>

The questions in this section were about creating a positive change in school. This was represented by statements 5-7 in the Teacher Leadership Questionnaire as follows: “regularly
organizes and presents at school events and beyond”, “supports and helps new teachers”, “stays after work hours and does extra work to support other teachers”, and “motivates other teachers towards better performance”. The results in this table indicate that the teachers who have 6-10 years of experience were the ones who responded more positively to statements in this section of the questionnaire. There were no positive responses in the “Not Important” option except for 1.6% from teachers who have 20+ years of teaching experience.

A chi-square test was performed to determine whether there is a significant relationship between years of experience and teachers’ leadership perceptions in the other four categories (communication, continuous improvement, instructional proficiency, and decision making and diversity) of the Teacher Leadership Questionnaire. There were no statistically significant results in these other categories. Therefore, the null hypothesis was supported here.

On the other hand, as for setting years of experience as a criterion for defining teacher leaders, some responses in the interviews showed teachers’ rejection of the criterion. Heba talked about her own experience being a teacher leader in a formal leadership position. She said “I was promoted to be a senior English instructor for third primary stage is actually hard work and hard work only”. She confirmed the idea that becoming a teacher leader involves hard work and dedication, not only holding a position. Teachers also pointed out the need to give opportunities for younger teachers to take on formal leadership positions and not depend on seniority as the only criteria for promoting teachers.

4.3.2. Teachers’ Leadership Perceptions and Professional Development (PD)

In order to test the hypothesis that involvement in professional development has an effect on teachers’ leadership perceptions, a Chi-square test was conducted and a relationship was found in
the category of “Leading Change”, \( X^2 (6, N=195), p = .023 < .05 \) (See Table 10). No statistically significant differences were found in other categories.

Table 10

<table>
<thead>
<tr>
<th>Chi-Square Test Results of Teachers’ Leadership Perceptions on Leading Change and the Number of Local PD Events Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>P value</td>
</tr>
<tr>
<td>Pearson Chi-Square</td>
</tr>
</tbody>
</table>

Note. P <.05

A frequency analysis was run to determine the frequency of responses to the statements in this category of the questionnaire. These statements are number 5-8 in the Teacher Leadership Questionnaire as follows: “regularly organizes and presents at school events and beyond”, “supports and helps new teachers”, “stays after work hours and does extra work to support other teachers” and “motivates other teachers towards better performance”. Table 11 illustrates the percentage of participants’ responses to the statements in this category.

Table 11

<table>
<thead>
<tr>
<th>Percentages of Responses in the Category of Leading Change and Number of Local PD Events Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of local PD events attended in the last 5 years</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>1-3</td>
</tr>
<tr>
<td>4-6</td>
</tr>
<tr>
<td>More than 6</td>
</tr>
</tbody>
</table>
The frequency analysis indicated that teachers who have more exposure to professional development (more than 6) responded more positively to the statements in this section of the questionnaire than others with no or less PD involvement.

To compare the results in this section to the results from the next question on teachers who presented, not only attended, at professional events, a Chi-square test was performed and no significance was found (see Table12).

Table 12

*Percentages of Responses in the Category of Leading Change and Number of Local PD Events Presented*

<table>
<thead>
<tr>
<th>Number of local PD events presented in the last 5 years</th>
<th>N=195</th>
<th>Not important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>21</td>
<td>0.0%</td>
<td>100%</td>
<td>0.0%</td>
</tr>
<tr>
<td>1-3</td>
<td>55</td>
<td>0.0%</td>
<td>17.9%</td>
<td>82.1%</td>
</tr>
<tr>
<td>4-6</td>
<td>33</td>
<td>0.0%</td>
<td>25.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>More than 6</td>
<td>86</td>
<td>2.3%</td>
<td>7.0%</td>
<td>90.7%</td>
</tr>
</tbody>
</table>

The frequency analysis indicated that teachers who presented at more events (more than 6) responded more positively to the statements in this section of the questionnaire than others with no or less PD involvement. Although all the participants who have never presented at PD events chose “Important” in reply to statements in this category, no one chose “Very Important”. This is different from the responses of the participants who presented more than six times. The majority of them (90.7%) chose “Very important” in reply to statements in this category, which suggests how PD involvement may influence teachers’ perceptions. These results are further confirmed by looking into the responses to the same statements in relation to the participants’ international PD involvement highlighted in Tables 13 and 14.
Table 13

Percentages of Responses in the Category of Leading Change and Number of International PD Events Attended

<table>
<thead>
<tr>
<th>Number of International PD events attended in the last 5 years</th>
<th>N=195</th>
<th>Not important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>146</td>
<td>0.7%</td>
<td>21.4%</td>
<td>77.9%</td>
</tr>
<tr>
<td>1-3</td>
<td>28</td>
<td>0.0%</td>
<td>14.3%</td>
<td>85.7%</td>
</tr>
<tr>
<td>4-6</td>
<td>6</td>
<td>0.0%</td>
<td>16.7%</td>
<td>83.3%</td>
</tr>
<tr>
<td>More than 6</td>
<td>15</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The frequency analysis indicated that teachers who have attended more professional development events outside Egypt (more than 6) responded more positively to the statements in this section of the questionnaire than others with no or less PD involvement.

Table 14

Percentages of Responses in the Category of Leading Change and Number of International PD Events Presented

<table>
<thead>
<tr>
<th>Number of International PD events presented in the last 5 years</th>
<th>N=195</th>
<th>Not important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>159</td>
<td>0.6%</td>
<td>21.5%</td>
<td>77.8%</td>
</tr>
<tr>
<td>1-3</td>
<td>25</td>
<td>0.0%</td>
<td>4.0%</td>
<td>96.0%</td>
</tr>
<tr>
<td>4-6</td>
<td>5</td>
<td>0.0%</td>
<td>20.0%</td>
<td>80.0%</td>
</tr>
<tr>
<td>More than 6</td>
<td>6</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Again, the frequency analysis indicated that teachers who have presented more at professional development events outside Egypt (more than 6) responded more positively to the statements in this section of the questionnaire than others with no or less PD involvement.
Exploring possible similar patterns in responses to questions in other categories to confirm these previous results, the responses in the continuous improvement category were examined against this variable of PD using descriptive statistics.

Table 15  

Percentages of Responses in the Category of Continuous Improvement and Number of Local PD Events Attended

<table>
<thead>
<tr>
<th>Number of Local PD Events Attended in the Last 5 Years</th>
<th>N=195</th>
<th>Not important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>21</td>
<td>4.8%</td>
<td>28.6%</td>
<td>66.7%</td>
</tr>
<tr>
<td>1-3</td>
<td>55</td>
<td>1.8%</td>
<td>40.0%</td>
<td>58.2%</td>
</tr>
<tr>
<td>4-6</td>
<td>33</td>
<td>6.1%</td>
<td>30.3%</td>
<td>63.6%</td>
</tr>
<tr>
<td>More than 6</td>
<td>86</td>
<td>2.3%</td>
<td>22.1%</td>
<td>75.6%</td>
</tr>
</tbody>
</table>

Confirming previous results in this section, the frequency analysis indicated that teachers who attended more professional development events (more than 6) responded more positively to the statements in this section of the questionnaire than others with no or less PD involvement.

Table 16  

Percentages of Responses in the Category of Continuous Improvement and Number of Local PD Events Presented

<table>
<thead>
<tr>
<th>Number of Local PD Events Presented in the Last 5 Years</th>
<th>N=195</th>
<th>Not important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>69</td>
<td>4.4%</td>
<td>30.9%</td>
<td>64.7%</td>
</tr>
<tr>
<td>1-3</td>
<td>67</td>
<td>1.5%</td>
<td>35.8%</td>
<td>62.7%</td>
</tr>
<tr>
<td>4-6</td>
<td>16</td>
<td>0.0%</td>
<td>31.3%</td>
<td>68.8%</td>
</tr>
<tr>
<td>More than 6</td>
<td>43</td>
<td>4.7%</td>
<td>14.0%</td>
<td>81.4%</td>
</tr>
</tbody>
</table>

The frequency analysis indicated that teachers who presented more at professional development events (more than 6) responded more positively to the statements in this section of
the questionnaire than others with no or less PD involvement. The analysis of the descriptive statistics further confirmed the results suggested from the inferential statistics on the relationship between teachers’ perceptions and their PD involvement.

These quantitative data analysis results confirming the relationship between teachers’ perceptions and their professional development activities are supported by the qualitative data analysis results from the interviews. As mentioned before, teachers viewed life-long learning and continuous improvement as key elements of teacher leadership. Knowing the interviewed teachers’ professional background has helped in drawing conclusions about their perceptions. By reading the interview transcriptions and comparing them against teachers’ PD activities, it was noted that teachers who had more exposure to PD had a better understanding of the concept of teacher leadership.

4.3.3. Teachers’ Perceptions and Their Geographical Locations

In order to explore differences in teacher leadership perceptions based on geographical locations (Greater Cairo, Alexandria, Nile Delta, Canal, and Upper Egypt), the Kruskal-Wallis Test was conducted. The results of the analysis indicated that there was a statistically significant difference between the responses in the category of Leading Change by different groups (\( H = 13.5, p < 0.05 = .009 \)).

Table 17

<table>
<thead>
<tr>
<th></th>
<th>Chi-Square</th>
<th>Df</th>
<th>*Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Statistics</td>
<td>13.513</td>
<td>4</td>
<td>.009</td>
</tr>
</tbody>
</table>

*Note. P <.05
To further understand the significant results of Kruskal-Wallis Test, Table 18 shows the mean rank for each group in this category of the questionnaire.

Table 18

*Mean Rank of Teachers’ Geographical Locations and their Leadership Perceptions in the Category of Leading Change*

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandria</td>
<td>12</td>
<td>134.88</td>
</tr>
<tr>
<td>Canal</td>
<td>22</td>
<td>121.64</td>
</tr>
<tr>
<td>Nile Delta</td>
<td>33</td>
<td>96.33</td>
</tr>
<tr>
<td>Greater Cairo</td>
<td>99</td>
<td>94.40</td>
</tr>
<tr>
<td>Upper Egypt</td>
<td>29</td>
<td>79.00</td>
</tr>
</tbody>
</table>

Surprisingly, this table shows Alexandria at the top with a mean of 134.88 and Upper Egypt at the bottom of the list. Canal, Nile Delta and Greater Cairo are in the middle. This was not an expected result since Greater Cairo is always thought to have more resources and, accordingly, teachers there are more expected than others to be active in professional development.

There were no significant differences in other categories of teacher leadership in the questionnaire and geographical locations. Table 19 below shows the mean ranks of other groups and teacher leadership perceptions.

Table 19

*Mean Ranks of Geographical Locations and Teacher Leadership Perceptions*

<table>
<thead>
<tr>
<th>Teacher leadership category</th>
<th>Groups</th>
<th>N</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Alexandria</td>
<td>12</td>
<td>87.46</td>
</tr>
<tr>
<td></td>
<td>Canal</td>
<td>22</td>
<td>97.14</td>
</tr>
<tr>
<td></td>
<td>Greater Cairo</td>
<td>99</td>
<td>100.28</td>
</tr>
<tr>
<td></td>
<td>Nile Delta</td>
<td>33</td>
<td>107.03</td>
</tr>
<tr>
<td></td>
<td>Upper Egypt</td>
<td>29</td>
<td>84.97</td>
</tr>
<tr>
<td></td>
<td>Alexandria</td>
<td>12</td>
<td>115.42</td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>Canal</td>
<td>22</td>
<td>92.34</td>
</tr>
</tbody>
</table>
### 4.3.4. Geographical Locations and Professional Development

To explore relationships between teachers’ geographical locations/affiliations and their involvement in professional development activities, a Chi-square test was performed and a relationship was found between the number of local professional events and geographical locations, $\chi^2 (12, N= 195), p = .042 <.005$ (See Table 20). This finding can be linked to the previous results that indicated a relationship between teachers’ perceptions in the category of leading change and their presenting in local professional development events.

Table 20

<table>
<thead>
<tr>
<th>Chi-Square Test Results of Teachers’ Professional Presentations and Geographical Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>P value</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Pearson Chi-Square</td>
</tr>
</tbody>
</table>

*Note. P <.05
To examine the crosstab output and know the rate responses in each group, the results of the data analysis are detailed in Table 21 below.

Table 21

*Percentages of Responses to Question 15 on Local Professional Development Events Presented in the Last 5 Years by Geographical Groups*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>None</th>
<th>1-3</th>
<th>4-6</th>
<th>More than 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandria</td>
<td>12</td>
<td>16.7%</td>
<td>41.7%</td>
<td>16.7%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Canal</td>
<td>22</td>
<td>22.7%</td>
<td>36.4%</td>
<td>4.5%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Greater Cairo</td>
<td>99</td>
<td>44.4%</td>
<td>33.3%</td>
<td>3.0%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Nile Delta</td>
<td>33</td>
<td>21.2%</td>
<td>39.4%</td>
<td>21.2%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Upper Egypt</td>
<td>29</td>
<td>37.9%</td>
<td>27.6%</td>
<td>10.3%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Total Count / %</td>
<td>195</td>
<td>35.4%</td>
<td>34.4%</td>
<td>8.2%</td>
<td>22.1%</td>
</tr>
</tbody>
</table>

This table above indicates a high percentage of participants from Greater Cairo who indicated they have never presented at professional development events (44.4% out of a total of 50.76% which represent the number of participants from Greater Cairo in the current study, 44 participants out of the total of 99 participants from Greater Cairo). Alexandria, Canal and Upper Egypt show higher percentages of involvement in professional development with high percentages of participants choosing the “More than 6” option. This is an interesting result because it shows teachers from Greater Cairo and from the Nile Delta as less involved in professional development activities than teachers from other groups.

Looking into the PD involvement in events by attending, no presenting, descriptive statistics (see Table 22) were used to examine participants’ involvement by geographical groups.
Table 22

**Percentages of Responses to Question 14 on Local Professional Development Events Attended in the Last 5 Years by Geographical Groups**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>None</th>
<th>1-3</th>
<th>4-6</th>
<th>More than 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandria</td>
<td>12</td>
<td>0.0%</td>
<td>25.0%</td>
<td>8.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Canal</td>
<td>22</td>
<td>4.5%</td>
<td>18.2%</td>
<td>22.7%</td>
<td>54.5%</td>
</tr>
<tr>
<td>Greater Cairo</td>
<td>99</td>
<td>15.2%</td>
<td>32.3%</td>
<td>14.1%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Nile Delta</td>
<td>33</td>
<td>6.1%</td>
<td>18.2%</td>
<td>27.3%</td>
<td>48.5%</td>
</tr>
<tr>
<td>Upper Egypt</td>
<td>29</td>
<td>10.3%</td>
<td>34.5%</td>
<td>13.8%</td>
<td>41.4%</td>
</tr>
<tr>
<td><strong>Total Count / %</strong></td>
<td>195</td>
<td>10.8%</td>
<td>28.2%</td>
<td>16.9%</td>
<td>44.1%</td>
</tr>
</tbody>
</table>

This table above confirms the results from the previous analysis in Table 20. There is a high percentage of participants from Greater Cairo who indicated they have never attended local professional development events (15.2% out of a total of 50.76% which represent the number of participants from Greater Cairo in the current study, 32 participants out of the total of 99 participants from Greater Cairo). Participants from Alexandria come first in attending local PD events with no one indicating “None” for attending PD events. Canal, Upper Egypt and Nile Delta come next.

4.3.5. Teachers’ Leadership Perceptions and Gender

To explore differences in perceptions based on gender, the Mann-Whitney U Test was used. The tables below indicate a significant difference between perceptions of men (91 participants) and women (104 participants) in the category of Leading Change. This was a surprising finding because examining gender differences was not one of the main goals in this research and, after starting the analysis, the researcher was curious to know if any differences in perceptions based
on gender exist. To explore these differences, if any, a Mann-Whitney U Test was performed. Table 23 below shows the results of the test analysis.

Table 23

*Test Statistics of Gender Differences and Teachers’ Responses in the Category of Leading Change*

<table>
<thead>
<tr>
<th>Teacher Leadership Category</th>
<th>Mann-Whitney U</th>
<th>Wilcoxon W</th>
<th>Z</th>
<th>Asymp. Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading Change</td>
<td>3947.000</td>
<td>9407.000</td>
<td>-2.059</td>
<td>.039</td>
</tr>
</tbody>
</table>

As indicated in the table above, a Mann-Whitney U Test indicated that there was a difference in teachers’ perceptions in the category of Leading Change based on gender, $Z = 2.059$, $U = 3947.000$, $P = .039 < .05$, $r = 0.147$. To understand which gender responded more positively to statements in this section of the questionnaire, see Table 24.

Table 24

*Mean Ranks of Teachers’ Responses by Gender*

<table>
<thead>
<tr>
<th>Teacher Leadership Category</th>
<th>Gender</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading Change</td>
<td>Female</td>
<td>90.45</td>
<td>9407.00</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>106.63</td>
<td>9703.00</td>
</tr>
</tbody>
</table>

It was found that the mean ranks of female participants in responding to statements in this category (Leading Change) was different from the mean rank of male participants in the same category (They were 90.45 and 106.63, respectively $U = 3947.000$, $Z = 2.059$, $P = < .05$, $r = 0.147$). It seems that more males responded positively to statements in this category than females. To see the full mean ranks for all the other categories by gender, see Appendix G.
4.3.6. School Culture and Teachers’ Leadership Perceptions

This section presents the results of the school culture questionnaire in Section D of the main questionnaire. School culture is defined in terms of seven categories (Katzenmeyer & Moller, 2009): Developmental focus, recognition, autonomy, collegiality, participation in decision making, open communication, and positive environment. These seven factors of school culture are defined in Chapter 2 of this paper. This section of the questionnaire asks participants to indicate whether these factors of teacher leadership exist in their schools on a 3-point Likert scale that ranges from “Always” (3), “Sometimes” (2) and “Never” (1). Table 25 illustrates the information on participants’ responses and mean scores. Only the statement that represents participation in decision-making as practiced by the school principal received the lowest degree of agreement from teachers. This supports the results from the qualitative data analysis that showed school administration support as important in fostering teacher leadership.

Table 25
Descriptive Statistics for School Culture Questionnaire Responses

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At my school, administrators and teachers try hard to help new teachers be successful.</td>
<td>2.36</td>
<td>.588</td>
</tr>
<tr>
<td>2. My professional skills and work are recognized and appreciated by my school.</td>
<td>2.35</td>
<td>.635</td>
</tr>
<tr>
<td>3. In my role as a teacher, I am free to make any decisions about what is best for my students.</td>
<td>2.37</td>
<td>.589</td>
</tr>
<tr>
<td>4. Teachers at my school discuss strategies and share materials with one another.</td>
<td>2.23</td>
<td>.653</td>
</tr>
</tbody>
</table>
5. My school principal always consults all teachers before taking important decisions. 1.91 .664
6. At my school, everybody talks freely and openly about feelings and opinions they have about school policy. 2.02 .622
7. Teachers at my school are treated as respected professional English teachers. 2.43 .591

As Table 25 indicates, there were some consistent answers to the questions on this section. Teachers indicated a strong agreement with statement seven on positive environment, “teachers at my school are treated as respected professional English teacher’, with a mean score of 2.43 out of 3. Other statements such as numbers 1, 2, 3 and 4, respectively, indicating developmental focus, recognition, autonomy and collegiality received less degrees of agreement. Mean scores for each statement are detailed in Table 25.

As for the statements that received the least degree of agreement, statement five on participation in decision making and diversity, “my school principal always consults all teachers before taking important decisions”, was ranked the lowest on the list with a mean score of 1.91 out of 3, suggesting that school administration does not practice shared leadership. Statement six on open communication, “at my school, everybody talks freely and openly about feelings and opinions they have about school policy”, also received less agreement from participants with a mean score of 2.02 out of 3.

To explore if there are any differences in perceptions based on school culture, a Chi-square test was conducted and there was no significance found.
The effect of the school administration support on teachers’ practice of teacher leadership was further discussed in the interviews. Teachers talked about the lack of administration support in their schools. Dina mentioned the lack of time and appreciation from the administration as challenges she faced:

I would stay up late at night collecting videos and in class teaching material to help facilitate learning and motivate my students only to get rejected by management and not even be given the chance to make a presentation or a demo about my ideas.

Sarah, who works in a governmental school in Cairo, also seemed to agree that administration restrictions pose a threat to supporting teacher leadership. Ali, who works in a national language school in Cairo, faces the same resistance and lack of support from his managers. While some teachers do not look for external sources of motivation to practice leadership, others need that support. Saeed, who works in a governmental school in Kafr Elsheikh, said that he gets demotivated when he sees the lack of support from others. He said that “all the teachers of my school want only to sign for attendance and depart and always they don’t have time to make a meeting to discuss our school problems”.

In directly asking teachers to think of poor leadership models they know, many of them cited examples of “leaders” in formal positions, particularly the principals in their schools. Sarah talked about her headmistress who is always afraid of her leaders and consequently does not take decisions. Noha talked about her department head and said:

She was completely against change and was always very discouraging when a teacher showed interest in a new method or technique and wanted
to try it in her classroom. This leader was always so sarcastic with teachers who sought professional development and would never support them.

Nesreen also mentioned the lack of support from administration as a challenge. She said: “any headmaster or school manager, they are tied by the routine not welling or even think to change. Dina also pointed out that some school principals are afraid to raise issues of concern. She said “when the time comes for departmental meetings, their lips are sealed and they would even deny having any part of it”. Heba mentioned the negative atmosphere that some managers spread among teachers as a challenge, the lack of communication skills that was discussed before. She said “one poor example was a leader who actually used competitive attitude… she would talk to this teacher about how impressed she is with another teacher so this teacher gets jealous and tries to work their best”. This negative atmosphere created by the school supervisor demotivates teachers and made them want to give up.

4.3.7. School Culture and Teachers’ Geographical Locations

To examine differences in responses to the school culture questionnaire based on geographical locations (Greater Cairo, Alexandria, Nile Delta, Canal, and Upper Egypt), the Kruskal-Wallis Test was conducted. The results of the analysis indicated that there were no statistically significant differences between the responses by different groups. Table 26 shows the mean ranks of teachers’ responses (N=195) in each of the five different groups.

Table 26

<table>
<thead>
<tr>
<th>Item</th>
<th>Groups</th>
<th>N</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At my school, administrators and teachers try hard to help new teachers be successful.</td>
<td>Alexandria</td>
<td>12</td>
<td>111.46</td>
</tr>
<tr>
<td></td>
<td>Greater Cairo</td>
<td>99</td>
<td>102.61</td>
</tr>
</tbody>
</table>
Table 2 indicates that the mean rank of the Alexandria group (see Table 2 for governorates in each group) was the highest in statements 1, 2, 4 and 5 that represent developmental focus, recognition, collegiality and participation in decision making, respectively. As for teacher autonomy, open communication and positive environment, respectively defined in statements 3, 6 and 7, Nile Delta group responded more positively (with mean ranks of 110.48, 106.27, and
103.39) than other groups. Alexandria and Nile Delta generally had higher mean ranks than other groups in most of the questions. Greater Cairo and Upper Egypt came third and fourth and Canal came last on the list.

4.3.8. School Culture and Gender Differences

To explore gender differences in responses to leadership practices in schools, the Mann-Whitney Test was used. Table 27 and 28 below indicate a significant difference between perceptions of men (91 participants) and women (104 participants) in item 4, “Teachers at my school discuss strategies and share materials with one another”.

Table 27

<table>
<thead>
<tr>
<th>Gender Differences and School Culture Responses Test Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Culture Questionnaire Item</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Teachers at my school discuss strategies and share materials with one another.</td>
</tr>
</tbody>
</table>

A Mann-Whitney U test indicated that there was a difference in perceptions related to collegiality based on gender. Results of that analysis indicated that there was a difference, \( Z = 2.352, U = 3899.500, P = 0.19 < .05, r = 0.168 \). This was also a surprising finding because it was not one of the main hypotheses in this research and only the curiosity of the researcher has led her to explore this relationship by running this statistical test. To understand which gender responded more positively to this statement in this section of the questionnaire, the mean rank statistics was examined.
Table 28

Mean Ranks of Gender Differences and Collegiality

<table>
<thead>
<tr>
<th>Teacher Leadership Category</th>
<th>Gender</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegiality</td>
<td>Female</td>
<td>106.00</td>
<td>11024.50</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>88.85</td>
<td>8085.50</td>
</tr>
</tbody>
</table>

It was found that the mean ranks of female participants in responding to statements in this category (Collegiality) was different from the mean rank of male participants in the same category (They were 106.00 and 88.85, respectively $Z = 2.352$, $U = 3899.500$, $P = 0.19 < .05$, $r = 0.168$). It seems that more females responded positively to statements in this category, suggesting that female teachers share materials and discuss ideas amongst themselves more than male teachers.

To answer the second research question on differences in teachers’ leadership perceptions, this section presented the analysis results of the quantitative and qualitative data. It was found that factors such as teachers’ years of experience, their involvement in professional development activities, their geographical locations and gender have an influence on their leadership perceptions. Teachers who were mid-career showed more agreement with statements on teacher leadership mainly in the category of leading change. Teachers who have attended or presented more at PD events have also showed higher percentage of agreement than others. Teachers from Alexandria and Canal have also expressed higher percentages of agreement than others. They have also been found to be more involved in PD activities than other teachers from other areas. There were also other differences in responses based on gender. School culture was not found to be a statistically significant variable in teachers’ perceptions of leadership, but the support from school administration was highly regarded by teachers as important in supporting teacher leadership.
4.4. Ways to Foster Teacher Leadership in Schools

After exploring teachers’ perceptions of teacher leadership and possible factors that influence those perceptions using descriptive and inferential statistics and content analysis, results from the interviews suggest ways to foster teacher leadership and provide some answers to the third research question in the current study.

One of the ways discussed was providing opportunities for teachers to participate in decision-making and training more teachers to become leaders. Mohamed suggested having a program for preparing leaders and not depending on years of experience as the only qualification to hire leaders in schools. Soha’s reply supported Mohamed’s by saying that: “They can give young teachers the opportunity to have a chair in administrating schools to give them the chance to learn how to be good leaders”. Salma talked about the lack of training and recommended “providing teachers with more training courses about successful leadership. Help them to join and participate in events and conferences to help with developing and polishing their skill”. Hoda agreed by suggesting providing “leadership programmes, seminars, workshops. In order to make a teacher a leader, you have to teach the teacher how to be a leader”. Heba said that teaching people about the concept of leadership is important because not many teachers know what it means in the first place. Creating opportunities for shared leadership is further discussed by Saeed who suggested allowing teachers to take on more leadership positions, “give the teacher position of the local council of his country and take part of any roles to control the school”. Sherif also supported giving teachers a voice in curriculum planning and decision making at school.

Providing resources, creating opportunities for teachers to practice leadership and share ideas are mentioned by Noha as a way to foster teacher leadership. She said: “Have teachers meet
every month to exchange ideas on their best practices. Encourage teachers to communicate together asking help and advice from each other. Encourage mentoring and coaching among teachers”. Sarah said:

Training, giving more space for, innovation, creative and unusual ideas, giving more positions for youth, listening to teachers' opinions and improving teachers’ level of practical knowledge.

Seeking more support from the administration and creating a collaborative and positive atmosphere at schools are discussed by Dina who said schools can foster leadership:

By allowing them to share their ideas and show some respect to what they have to say. By encouraging them to implement team working and not just lecture them about it. Teachers are placed in a negative competitive atmosphere the moment they sign the contract and be advised to not discuss their salary with other teachers. How can they work together or help each other then, let alone lead?

Almost all participants seem to agree to the need for training teachers on leadership that would qualify them to assume this role in addition to the need for improving school management and culture to breed more leaders and allow for teachers’ creativity and leadership. A teacher mentioned the need for supporting school leaders and principals, and giving them the necessary training to qualify them for the job. Ola suggested changing the criteria for selecting school leaders based on seniority and giving young teachers an opportunity to lead.

In addition to the need for school administration to support teachers, Soha, who works in a governmental school in Cairo, indicated that there is also a need for support from parents as well.
Sarah shared the very same problem with parents who do not support teachers in doing extracurricular activities and see anything outside the classroom as “a waste of time”.

Noha mentioned the need to provide financial resources that teachers may use to get the necessary training to become leaders. She said that “attending courses or workshops and both are not easy to obtain without good financial resources”. Teachers may not have the necessary financial resources needed to seek professional development. One teacher, Sarah, mentioned in the interviews how school funds in the budget are distributed and used in the wrong way. Instead of being used to fund activities and projects for students, they are spent on school maintenance and other school projects that have nothing to do with improving the instruction or the academic services. In addition, Mohamed talked about private lessons as a challenging problem that faces teachers. Sherif mentioned the need to prevent private lessons to allow more time for teachers to create within the school. Ola, who works in a governmental school in Aswan, shared the same problem. She said “I have a very long course should be ended before students’ absence due to private lessons of some teachers that they don't want to share or listen at all cause of their limited time, and lack of motivation.

4.5. Conclusion

This chapter provided a detailed report of the data analysis results from the tools utilized in the current study. The analysis indicated teachers perceived teacher leadership mainly in terms of teaching inside the classroom and effective interaction with other teachers outside the classroom. Other components of teacher leadership received slightly varying degrees of agreement among teachers. Teachers’ perceptions were also found to be linked to their professional development, years of teaching experience, gender and geographical locations. Although the
results of the quantitative analysis did not indicate a relationship between teachers’ perceptions and their school culture, the qualitative data analysis provided some insights in possible school administration practices that can foster or impede teacher leadership practices. Ways to foster teacher leadership were also discussed as expressed by the participants such as providing leadership training for teachers, resources and time to do things outside the classroom and support from the school administration.
CHAPTER FIVE: DISCUSSION

5.1. Introduction

The current study investigated teacher leadership perceptions of Egyptian EFL school teachers. Angelle and DeHart (2011) noted how teachers’ perceptions of teacher leadership dramatically affect the success of the teacher leader role. Examining teachers’ perceptions of this role constitutes the heart of this study. This study also explored differences in teachers’ perceptions based on factors such as their years of experience, involvement in PD activities, geographical locations school culture. The results of the current study showed that teachers perceive leadership mainly in terms of teaching inside the classroom and successful interaction with colleagues outside the classroom. Factors like teachers’ years of experience, their PD activities, geographical locations and gender were found to be linked to how teaches define leadership. While the current study focused on examining perception of EFL teachers, the results can be of benefit to teachers and administrators in other educational fields.

One hundred and ninety-five Egyptian EFL teachers participated in the study from 23 governorates across Egypt. A questionnaire and follow-up interviews were used to collect data and to answer the research questions in this study. The questionnaire was developed based on Katzenmyer and Moller (2009) definition of teacher leaders and was tested for reliability and validity scoring a psychometric property Cronbach α reliability of .816. It consisted of four sections on demographic information, questions on teacher leaders’ behaviors, Teacher Leadership Questionnaire and School Culture Questionnaire on a 3-point Likert scale. The interview consisted of seven questions on teacher leadership models, teacher leaders’ practices and ways schools can foster teacher leadership. The last question in the interview asked participants to add any further comments they might have about the topic. The researcher used descriptive statistics, inferential
statistics and thematic analysis to examine the data in the current study and provide a discussion of the results that may answer the research questions.

This chapter provides a discussion of the results of the data collected from the questionnaire and interviews presented by themes. Implications, based on data analysis and discussion, will be also presented. This chapter concludes with the limitations of the study and further research questions for future studies on teacher leadership in Egypt and outside. Although the study is geared towards Egyptian EFL teachers at the school level, it is possible that the discussion and research implications presented in this chapter may be useful to teachers in universities or in other teaching contexts since the topic of teacher leadership is still a new research topic in the education field in general and the Egyptian context in particular.

5.2. Teachers’ Perceptions of Teacher Leadership

The study results showed Egyptian EFL teachers’ perceptions of teacher leadership mainly revolve around instructional proficiency and teachers’ professional interactions to create positive change. These were two main definitions of teacher leadership that teachers discussed in the current study.

5.2.1. Instructional Proficiency

A teacher leader is defined by most of the participants as a competent teacher who has innovative ideas, establishes good rapport with students and spreads positive energy inside the classroom. Some participants mentioned teachers are leaders by nature because they lead students in the classroom, which reflects the teachers’ view of the important role that teachers play in education. Instructional proficiency was ranked by the participants as the first indicator of teacher leadership in the questionnaire with a mean score of 2.8179 out of 3, higher than other categories. This is not a surprising finding because being a practicing classroom teacher lies at the core of
teacher leadership. As Quaglia and Lande (2016) point out, a teacherpreneur, or a teacher leader, is “a classroom expert who still teaches while finding time, space, and (ideally) much deserved reward for spreading both sound pedagogical practices and policy ideas” (p. 70). In this sense, the role of teacher leaders starts from the classroom and can be expanded beyond it.

Being passionate about teaching and having an intrinsic motivation to innovate and do more, which are definitions of instructional proficiency in the Teacher Leadership Questionnaire, are also perceived by participants as qualities of teacher leaders. The statement on having a passion for teaching in this category in the Teacher Leadership Questionnaire received a high mean score of 2.95 out of 3, which confirms the view of teacher leadership as a means to inspire and motivate students inside the classroom. This supports Flemming and Kleinhenz (2007) as well as Angelle and DeHart’s (2011) studies on teacher leadership that suggested teacher leaders are identified as people of passion, determination, expertise and vision. In this study, teachers mentioned that teacher leaders “love their job” and they are “passionate about teaching”. One of the participants, Sarah, mentioned in the interview that one of the big reasons she is motivated and that she practices teacher leadership is her joining the Faculty of Education and studying what she likes. She said she has always wanted to become a teacher and this has motivated her to do her job because now she likes what she does. One other teacher mentioned in the interview that “without intrinsic motivation, nothing can be done”. This emphasis on having and intrinsic motivation is supported by research on teachers’ emotions. Studies on teacher motivation emphasize that teachers who are motivated and excited about teaching by nature usually find and make teaching exciting (Jackson, 1968; Nias, 1989; Sutton, 2000a; Tickle, 1991). Teachers’ emotions were also found to have a positive effect on their feelings of self-efficacy and, as a result, on their choice of teaching
materials and strategies (Sutton & Wheatley 2003). Therefore, passionate teachers make good teachers and teacher leaders.

5.2.2. Ability to Create a Positive Collegial Environment

Many participants also perceived creating a positive environment to lead change as an important characteristic of teacher leaders. This encompasses effective communication and ability to lead change. Participants also regarded being an inspiring model that motivates others towards a better performance as one of the most important practices of teacher leadership as well. Participants mentioned that teachers who are leaders are “good models to be followed”, and that “s/he helps others to be more professional”. Being there to help other teachers and provide support to new teachers, share experiences and collaborate with others is important for participants as a quality of teacher leaders. For teachers to perceive someone as a leader, he or she has to be supportive, stand up for their rights and help them when needed. These practices among teachers themselves again were recurring themes in analyzing the data. It seems that teachers rely on each other to create this teacher leadership culture more than they rely on the school administration or policy makers.

Participants also evaluated factors that place collaboration and cooperation among teachers as one of the most important indicators of teacher leadership. Listening to other teachers’ problems, supporting and helping new teachers and collaborating with other teachers to create new lesson plans and materials were the highest ranked items in the Teacher Leadership Questionnaire in general. Angelle and DeHart (2011) emphasized the role of interactions among teachers in fostering effective teacher leadership. The perception of teacher leadership seems to be linked to what teacher can do together and relies on the support they can get from each other. Katzenmeyer and Moller (2009) point out teacher leaders “expand their spheres of influence by focusing
attention on growth and development of not only themselves but also others in their schools” (p. 67). The connections that teachers build to grow together are highly perceived by the participants as key elements of teacher leadership. This supports Vernon-Dotson and Floyd’s (2012) study in which participants saw teacher leaders as having the ability to forge a sense of community and to share a commitment for increased student achievement. Teacher leaders realize the challenges and the realities of school culture and they are willing to work with other colleagues to effect change, motivate others and build confidence in the team.

5.2.3. Having Knowledge of Leadership

Teachers also perceived teacher leaders as experts and qualified individuals. Many participants (17.49%) mentioned having knowledge and training to become leaders as important factors in defining teacher leaders. Knowing what to do and how to do it are crucial to practicing leadership. The open-ended questions in the questionnaire and the interviews clarified this point further. Some participants mentioned that the current criterion for selecting school leaders and/or principals in Egypt is faulty because it relies only on seniority. In Egypt, this is sometimes the only criteria for selecting many individuals in the public sector for leadership positions. As a result, one teacher mentioned that school leaders are usually “weak” and “afraid” to take decisions because they are afraid of losing their positions. This raises a concern to reconsider the parameters used to hire school principals and monitor school funds more closely to make sure resources are not abused. It also shows how teachers perceive poor school leadership as a result of lack of leadership training and qualifications.

5.2.4. Leading without a Title

Although power hierarchy plays an important role in the Egyptian society, as discussed in Chapter 2 of this study, the idea of holding a formal position is perceived by most teachers in
the study as not important in defining teacher leaders. The interviews clarified this idea, as almost all interview participants agreed that teachers can lead without the need to have a formal leadership position. They said “it depends really on the teacher and their qualification and their experience”, “a teacher can lead by example and by motivating their colleagues and not necessarily be in a superior position” and, affirming the rejection of seniority as a criterion in selecting leaders, a teacher, Soha, said: “sometimes a new teacher can make a difference in his organization”. This result agrees with Anderson’s (2005) definition of leadership in the field of ELT, the perception of leadership as a work of all not just the role of one individual. It also supports the teacher leadership definition in the current study (Katzenmeyer & Moller, 2009) that indicates teacher leaders practice leadership inside and outside the classroom affecting a community of learners and teachers.

5.2.5. Life-long Learning

Teachers also perceived lifelong learning and continuous improvement as important qualities and practices of teacher leaders. This result agrees with Katzenmeyer and Moller (2009) who pointed out that collaborative leaders first understand themselves, then their colleagues, and finally, their schools. In the Teacher Leadership Questionnaire, presenting at professional conferences, attending events and reflecting on one’s teaching and practices are ranked higher than publishing work in teaching journals. This is a good indicator of the need to encourage more teachers to see action research and scholarly reading as important professional development practices. The interviews further confirmed this result. Many teachers mentioned that teacher leaders “work on themselves”, “professional development is the keyword”, “must seek professional development to be a leader” and that he/she must “improve his personality and his ability by reading about leadership and attend courses to know how to deal with other to choose
him as a leader without he asks about it”. This result agrees with Yarger and Lee’s (1994) definition of teacher leaders, they seek opportunities for self-development and are able to reflect on their strengths and weaknesses.

**5.2.6. Feeling Supported**

It seems that many teachers in the current study viewed the definitions of teacher leadership that included an individual effort as extra work so these definitions were not highly ranked as indicators of teacher leadership. Examples of these are leading school meetings, using technology, staying after work hours, publishing articles, and taking decision on hiring new teachers or adopting a new curriculum. This may be due to the lack of support teachers get from the administration in doing these tasks or because of the lack of the time they have.

As for the support from society and education stakeholders, some teachers perceived doing extra projects and staying after work to develop activities as a waste of time. Teachers raised their concerns that parents see extracurricular activities as an extra load. In her interview, Sarah said, “some parents do not agree and some others object to having these activities during school time. Some teachers as well do not allow students to participate in these activities because they do not like me to take their students”. Teachers’ perceptions of these practices as of less importance in teacher leadership may be due to these reasons; the reality they face when they try to practice these skills is neither motivating nor encouraging. Therefore, active involvement of individuals at all levels in the school is necessary to implement and to sustain change (Katzenmeyer & Moller, 2009). Teachers’ perceptions of teacher leadership seem to be influenced by other factors that are fully discussed in the next section.

To conclude this section, teachers’ perceptions of the concept of teacher leadership were found to be clearly linked to teaching inside the classroom and to the effective ways of
communication that teachers create with each other outside the classroom. Teachers disagreed with defining leadership within the constraints of a title, which agrees with Anderson (2005) and Katzenmyer and Moller’s (2004:2009) definitions of teacher leaders. However, teachers still find challenges in practicing leadership in their schools due to the lack of administration support and the difficult structural and social conditions of teachers in Egypt.

5.3. Factors That Influence Teachers’ Perceptions of Teacher Leadership

To examine factors that may be linked to teachers’ perceptions in the current study, analysis of the descriptive statistics and inferential statistics of the questionnaire and interviews will be discussed. Professional background in this study is meant to describe teachers’ professional development (PD) activities, number of years of experience, and their geographical locations (where they teach). School culture is the common values, practices and behaviors of school members within the school community (Groseschl & Doherty, 2000; Çelik, 2010; Harris, 2012). Below is the discussion on the data analysis results of the factors that influence teacher leadership perceptions in this study.

5.3.1. Years of Experience, PD Activities and Geographical Locations

The questionnaire results indicated that Egyptian EFL teachers’ perceptions seem to be influenced by their number of years of experience, professional development (PD) activities, their geographical locations (where they teach) and school culture. The first variable that was examined was the number of years of teaching experience. There was a statistically significant relationship between this variable and teachers’ leadership perceptions in the category of leading change ($p = .032$). The descriptive analysis of responses in this category showed that teachers who have 6-10 years of experience responded more to statements on teacher leadership positively than others. It was interesting to also discover that teachers who have more than 20 years of experience (1.6%)
regarded some statements in this category as not important at all. This was a surprising finding because it is always thought that the more experience a teacher has, the deeper their understanding of professional practices is. One interpretation of this result can be due to the way teachers interpreted the practices of leadership in this section as an extra workload. Since leading change in the Teacher Leadership Questionnaire was defined in terms of taking initiatives to help others and organizing events to support other teachers, senior teachers may find it an extra work that younger teachers might have more time to do. This interpretation may be supported by the higher percentage of agreement (93%) to the same statements by the teachers who have 6-10 years of experience. It can also be due to the feeling of exhaustion that some teachers may experience with seniority. This second interpretation is supported by Maslach, Schaufeli and Leiter’s (2001) study that indicated a correlation between teachers’ emotional exhaustion and seniority. Teachers who stay longer in the profession and experience no change or no personal accomplishments may feel burnout easier than others and become less willing to implement change.

The second factor that was explored was professional development (PD). Teachers who indicated more involvement in local professional development activities seem to agree more with the statements on teacher leadership practices in the questionnaire than others.

Teachers who attended and/or presented at PD events more than six times have always responded more positively than others. This is an interesting result because it places the importance of teacher professional development and continuous engagement in professional activities outside the classroom very high. It also supports Lambert’s (1998) view that teachers’ perceptions develop through professional interaction. Firestone and Martinez (2009) and Harris, (2012) confirm that “interactions among teachers provide opportunities for teacher leaders to mediate perceptions, values, and beliefs through continued conversations” (as cited in Lee, 2013, p. 34). This result also
supports Hulpia et al.’s (2009) quantitative study which revealed that through social interactions and interrelationships, teacher leadership is shaped.

The differences in responses based on geographical locations were also explored and inferential statistics indicated a statistically significant relationship ($P = .009$) between teachers’ leadership perceptions and their geographical locations. Taking into consideration the limitations of the current study, it was surprising to discover that EFL teachers from Greater Cairo came the fourth in rank after Alexandria, Canal and Nile Delta in terms of agreement to the leadership definitions in the questionnaire. Upper Egypt remained at the bottom of the list with the lowest mean rank of all. This finding is important for policy makers in the Ministry of Education and professional teacher associations, such as NileTESOL since it highlights a need to educate teachers in these areas about teacher leadership. This finding also shows that sometimes need is the mother of invention. One interview with a participant in Matrouh, which is one of the governorates in the Alexandria group, indicated he was trained in England after graduation. This may show that lack of access to resources in these governorates outside Cairo can be actually motivating for teachers to seek opportunities for professional development and create initiatives on their own to improve themselves.

Another interesting finding was that from the analysis of the descriptive statistics of teachers’ geographical locations and professional development activities which showed EFL teachers from Greater Cairo as less involved in PD activities than teachers from other groups (see Table 19). This result is interesting because of the assumption that is prevalent concerning teachers in Greater Cairo being more active in professional development than others. One reason of this result can be due to the number of students per class in schools in Cairo. There might be more resources available to this group of teachers than others, but they may have more working hours and teaching
load that they can barely find time to do other things. There may be an abundance of resources in Greater Cairo, but the results of the current study, taking into account its limitations, suggest that teachers are not actually fully using these resources. This finding may also support the previously mentioned results on teachers’ leadership perceptions as linked to their geographical affiliations. One interpretation of the finding that EFL teachers from Greater Cairo scored lower than teachers from Alexandria in leadership perceptions can be due to the fact that those teachers have less involvement in PD activities than teachers from Alexandria, taking into account the limitations of the current study.

5.3.2. School Culture

School culture is considered an important element in fostering teacher leadership. It was examined in the current study using the school culture questionnaire. Descriptive statistics indicated that the statement related to decision making and principals’ practices received the lowest mean score of 1.91 out of 3 (see Table 25). This is interesting because principal support or school administration recognition are regarded in the leadership literature as key elements of fostering teacher leadership in schools. Teachers would be more inclined to become teacher leaders when their efforts are recognized either morally or monetary (Borchers, 2009). It seems the problem is mainly with the school administration not being supportive enough and not practicing shared leadership. However, there was no significant relationship found between school culture and teachers’ leadership perceptions. Teachers’ perceptions seem to be influenced by other factors such as PD, years of experience and geographical locations.

Examining the status of teacher leadership in schools by geographical groups, inferential statistics indicated that the Alexandria and Nile Delta groups ranked higher than other groups. This is an interesting finding because again it goes against the prevalent assumption that teachers from
Greater Cairo have more privileges than others. Teacher from governorates in Alexandria and Nile Delta reported there is a teacher leadership culture inside their schools more than teachers from other groups.

5.3.3. Gender

As for differences in teachers’ leadership perceptions based on gender, it was found \( P = .039 \) that males and females differed slightly in their perceptions, with more males in agreement with the statements on teacher leadership than females. Gender practices in school, practices of teacher leadership inside the school were examined and there appeared a significant difference based on gender \( P = 0.19 \) in the category of collegiality in the school culture questionnaire. It seems that more females responded positively to statements in this category, suggesting that female teachers share materials and discuss ideas amongst themselves more than male teachers. This is consistent with what Dooner, Mandzuk and Clifton (2008) suggested that levels of collaboration vary based on gender.

In summary, teachers’ perceptions were found to be linked to their number of years of teaching experience, the level of their professional development activities, their geographical locations and gender. Although school culture did not seem to be linked to teachers’ perceptions as explored in the current study, the statistical analysis showed a link between geographical locations and professional development which seems to be related to school culture. Teachers from some governorates outside the Greater Cairo area had a higher percentage of involvement in PD activities than teachers in Greater Cairo, which raises a need to closely examine the status and needs of EFL teachers and schools in Greater Cairo in terms of teacher leadership practices.
5.4. Ways to Foster Teacher Leadership

To suggest ways schools and teacher development associations can foster teacher leadership, the results of the data analysis from the Teacher Leadership Questionnaire, the school culture questionnaire and interviews will be discussed in this section.

While the questionnaire data provides a snapshot of teachers’ leadership perceptions, the interviews offer a detailed account of ways schools can foster teacher leadership practices. The data suggests that Egyptian EFL teachers define the concept of teacher leadership mainly in terms of their understanding of the role of the teachers inside the classroom and their interactions with each other outside the classroom. Teachers seem to agree to the definitions of teacher leadership: effective communication, leading change, continuous improvement, instructional proficiency, and decision making and accepting diversity, but they also agree to the need for programs that educate teachers about the concept.

Schools in Egypt, according to the results of the current study, seem to allow for some kind of teacher leadership practices, to varying degrees, especially when it comes to practices that are related to teachers among themselves. However, there remains work to be done by the school administration to support teachers and help them grow professionally. Several participants mentioned in the interviews the need for administration to do more. Sarah said that even moral support is lacking and that despite of her creative projects in school, the routine remains the same: “I’m left with the routine and the comments from the administration on writing the wrong date on the board. They are not aware of teachers’ skills and they don’t seek to best use their skills in the right place”. Formal school leaders seem to be unaware of the skills of teacher leaders in their schools and they do not seek opportunities to motivate those teachers or help them do their work. This finding is in parallel with Chamberland’s suggestion (2009) that, “even when a team shares
a common purpose and is given the autonomy to make decisions, the principal needs to make a continual effort to encourage the leadership of others” (p. 104). Teachers in the current study suggested creating more ways to recognize teacher leaders and support them by the administration.

Although teachers agree that holding a formal position does not necessarily define teacher leaders, school principals are still regarded by many teachers as key figures in the teacher leadership framework. Katzenmeyer and Moller (2009) stated when power is shared, it becomes an “attribute that moves from person to person” (2009, p. 29). Despite the need from the school principals to share leadership and motivate teacher leaders, participants in the current study mentioned their school principals when asked to talk about poor examples of teacher leaders. Sarah, one of the interviewed teachers, mentioned her headmistress who is not flexible and is always “frightened of her leaders”. Noha talked about her head of department who “was completely against change and who was always very discouraging when a teacher showed interest in a new method or technique and wanted to try it in her classroom. This leader was always so sarcastic with teachers who sought professional development and would never support them”. Nouran talked her school supervisor who was not cooperative and Salma mentioned a school principal who depends on his authority to get things done and not on effective interaction with others. This is an important finding because it emphasizes that school reform is a collaborative effort of both the teachers, the administration and decision makers. As Gigante and Firestone (2008) stated, “They [teacher leaders] want to know that administrators understand the teacher leader role and find it important” (p. 323). Good school leadership fosters a culture of teacher leadership and is created by the collective efforts of all individuals involved. Leithwood et al. (2004) points out that much has been written about characteristics of effective leaders as managers.
of culture and climate. Creating the appropriate culture for teacher leadership to grow remains a great task that school administrators may still need to do.

On the other practical ideas that can be implemented to foster teacher leadership, teachers’ suggestions included clarifying the role of teacher leaders since some teachers may think it is an extra workload, organizing monthly meetings among teachers to discuss their ideas and share their successful practices and help each other, giving opportunities for young teachers to take on leadership positions, involving teachers in the formal leadership positions where their voices can be heard such as being members in the Egyptian Education Council and lastly educating students, not only teachers, about the concept of leadership so they grow up learning it.

Listening to teachers talk about the topic and exploring their perceptions about the concept, it seems they agree on its importance and can accurately identify the problems that face its implementation in the Egyptian school context. The suggestions teachers offered and the leadership perceptions they manifested in this study show their understanding of collegial support and classroom practices as key elements to their growth as teachers. Overcoming school administration restrictions and pursuing professional development seem to be perceived by EFL teachers as key pillars to support teacher leadership and at the same time main challenges they (EFL teachers) still need support to face.

5.5. Research Implications

Based on the data analysis and the discussion of results in the current study, there are a number of implications that can be drawn. They are discussed in detail in this section.

1. The Importance of Providing Teacher Leadership Programs for EFL Teachers

First, EFL teachers who work and live in difficult conditions and face a challenging classroom environment with large classes and lack of resources are in need to practice and learn
about teacher leadership. These conditions exist in the governmental and most of the private schools in Egypt. Therefore, teachers in these schools need much support through teacher leadership programs. There is a lack of ELT programs that focus on teacher leadership in the Arab World. Even opportunities for professional development in the area of leadership offered by TESOL International do not take into account the socio-cultural needs of EFL teachers in contexts other than the US. Leadership programs in the field of ELT are usually directed to cater for the needs of ESL professionals, among others, who seek opportunities to become leaders by taking on formal leadership positions in professional associations or in schools. Teacher leadership, as defined in this study in terms of professional practices inside and outside the classroom and as not restricted to position, remains a new topic of focus that needs to be integrated in future ELT leadership training programs.

Second, teacher professional associations and the Ministry of Education in Egypt need to start thinking of effective programs that equip teachers with the necessary skills to practice leadership inside their schools and beyond. There need to be collaborative efforts to equally support teachers and enable school principals to be teacher leaders. Restrictions seem to be many according to the participants in the current study, but the main challenge that most of them agree to is the lack of support from their administrators, in a wider sense, policy makers. When school principals learn about teacher leadership and are given the authority to practice it in their schools, teachers will be able to find the appropriate culture for their skills to grow. Therefore, there should be a collective effort from all teacher support circles in Egypt to educate teachers as well as school administrators about the importance of and the need for teacher leadership practices for school and education reform.
2. The Need to Reconsider the Hierarchical Structure of Leadership in the Egyptian Education System

As discussed in Chapter 2 of this study, one of the reasons for the deterioration of education in Egypt is the centralized system of governance. School principals are hesitant and afraid when it comes to taking decisions and teachers are not encouraged to innovate because they need to fit in the box. Hiring school principals and selecting leaders are primarily based on seniority rather than experience and qualifications. The data analysis from this study indicated that teachers who have longer years of experience may not hold the same promising perceptions about leadership as teachers who are in their mid-career or even novice teachers. This shows that the number of years of experience does not necessarily predict efficacy or professional knowledge.

School leaders as well need to be chosen based on their classroom instructional competency first. Other teacher leadership skills, as explained in this study, can be learned by taking courses and joining leadership programs. Being a competent classroom teacher, however, should remain as the first criterion for choosing teacher leaders in formal leadership positions. School leaders who have neither pedagogical expertise nor teaching experience should not be at the top of the pyramid just because they are senior in rank and can manage groups. While these requirements are appropriate to be considered in other fields such as business, they do not fit to be the criteria for selecting leaders in schools.

As more teachers learn about teacher leadership, opportunities for shared leadership will be created. Distributed leadership needs to be introduced in schools so teachers share in decision-making because they have the first-hand exposure to problems in schools. As this may seem to be a wide-scale plan, teachers may start the change by asking for their voices to be heard and their opinions to be considered.
3. The Need for Teachers to Be Proactive in Building Their Professional Community

While school administration support is important, teachers should not regard it as the only factor to support teacher leadership. Teachers spend most of their day together, they should be there for each other and they should seek to build a culture of collaboration and collegiality amongst themselves. There is no better motivation for teachers to improve professionally and avoid burnout than their support to each other. Experienced teachers should help new teachers and novice teachers should create opportunities to share materials and get the recognition from their colleagues on their successful efforts.

Teachers’ meetings are not supposed to be formally assigned by the supervisor or acknowledged by the administration. Professional teacher development circles can start with teachers themselves inside the school; teachers can regularly schedule meetings to exchange ideas and motivate each other as a team. They need to know that making time for them together is as important as making time to plan and teach their classes. The connections they build together should be the driving force to inspire them to grow professionally, reflect on their practices and help each other to succeed. Some of the obstacles that teacher leaders face when confronted with oppositional colleagues are described by Brosky (2011):

Resistance took the form of non-support from colleagues who blocked progress of those who took on leadership roles. . . . Taking on leadership roles sometimes resulted in being ostracized by colleagues. . . . Teacher leaders attempting to lead were interpreted as trying to get ahead for personal gain. . . . Resentment from colleagues . . . occurred when other teachers perceived the use of undue influence over the principal. . . . Finally, the presence of alliances, factions and cliques of teachers were identified by teacher leaders as groups that discourage teacher
leadership by attempting to negate or sabotage the advancement of teacher leadership. (p. 6).

Teachers should build a positive professional community where they are resources for each other. Collegial support is one of the most important factors of teacher leadership. It is difficult to be a leader when others show resistance or misinterpret a teacher’s attempts at improvement as an attempt for ostracization, as Brosky (2011) calls it. Teachers should support and motivate each other; they should, in short, model the support they want from others.

4. The Need to Encourage Teachers to Seek Professional Development

EFL teachers need to realize that teaching language in today’s world has become a challenging task. Learners come to the classroom with so many questions and equally so many distractions that require the teacher to always be prepared to face. Life-long learning has become a need rather than an added bonus that every teacher should seek, and the opportunities are many. There is no longer an excuse for teachers to not seek professional development because resources are available and most of the professional associations of English teachers offer services for teachers for free. NileTESOL, the TESOL affiliate in Egypt, offers almost all its services for teachers for free. Attending professional conferences and workshops, presenting at events and sharing experiences with other teachers by publishing an article or writing a book have all become needs rather than auxiliaries. Teachers can no longer be content with teaching a good lesson because there are roles for teachers to play beyond teaching. The role of teacher leaders should be the role of every teacher in the institution because excellence in teaching encompasses excellence in achieving all the other aspects that contribute to it. Teachers should understand this need and seize every opportunity to learn more and improve their skills. School administrators as well need to support teachers to seek these opportunities.
Many teachers in the current study mentioned the lack of administrators’ support as a challenge they face to practice leadership in their schools. Pursing professional development for oneself, not in need to mention sharing experiences with others or organizing PD events at school or beyond, is a practice that is not usually encouraged by school administration, according to the interviews. Despite the many attempts to place professional development at the top of the agenda of the Ministry of Education as described in its national report (2004-2008) and the launch of new teacher development programs by the Ministry recently (March, 2017), practical applications often fail to meet expectations. To get a master’s degree or attend a professional course, a teacher is not allowed to be exempted from teaching during the course nor is a teacher given a leave to attend. In many cases, teachers are asked to leave the job if they decide to pursue professional development on their own (Al-Ahram, 2018).

In Egypt, there is a need for introducing policies and rules that encourage and enable teachers to seek professional development. Teachers who want to pursue their studies abroad should not be asked to leave; they should be encouraged to come back with their new ideas to benefit students and other teachers. Teachers who want to attend a local event should be released without penalizing them for this one day of absence. If they want to share their experiences with others, the school should be able to provide opportunities for them to do so. Professional associations of English teachers can also help in this regard by planning activities during the times that are suitable for teachers and by reaching out to schools that are deprived and trying to organize events for teachers there.

Although the current study measures professional development in terms of attending and presenting at professional events only, the data suggests that more emphasis should be put on motivating Egyptian EFL teachers to engage with research and present at professional events to
share experiences with a wider audience and expand the relationships with other ESL professionals. There seems to be a scare presence of Egyptian EFL practitioners who publish and present at international and even at local teacher events. The participants in the current study include EFL teachers who are members of NileTESOL whose exposure to local PD events overall is high, with 64.7% participants indicating they have presented at local events before. However, when looking into their international presence, only 18.4% (36 participants out of the 195 participants) in the current study indicated they have presented at international conferences. This means that 81.5% of participants in the current study have never presented at international events before while 74.8% indicated they have never even attended international events. English teachers in Egypt need to demonstrate more leadership skills and engage more with the wider local as well as international community of ESL professionals.

5. The Importance of Using Research Results to Guide Teacher Development Plans

Based on the data analysis in the current study, it was surprisingly found that EFL teachers in the Greater Cairo area are not as active in professional development nor are their schools the best when it comes to providing a culture of teacher leadership as teachers in other areas. While it is a commonly held assumption that teachers outside Cairo are in dire need of support, when it comes to fostering a culture of teacher leadership, teachers in Cairo as well do need this support. Schools in Cairo are not in a much better shape than schools in other governorates, based on the responses to the school culture questionnaire.

Although the current study did not delve deeper in understanding the reasons for the ranks that geographical locations in this study received in terms of professional development or school culture, more support seems to be needed to encourage teachers to be more active professionally. EFL teachers should be given chances to attend professional events and workload should be
distributed equally so they are released to do other activities in school and beyond. More support is also needed for teachers in other locations outside Greater Cairo to easily find resources and be given opportunities to create with what they have. Opportunities for professional development should be provided for all EFL teachers equally regardless of their geographical locations. The criteria for selecting teachers for scholarships or grants should be primarily based on teachers’ professional needs and program goals.

While geographical location might be of importance in programs related to teaching pedagogy and practices as some groups are more deprived of resources than others, teachers’ geographical locations are not of the same importance when it comes to programs related to teacher leadership as it is a new topic to learn about for almost all teachers. The results of the data analysis from this study can be used as a guideline for the Ministry of Education, the teacher professional associations in Egypt or any other teacher support institutions that put the plans for teacher development programs. These results may be useful in serving as a map of teachers’ needs in the different geographical locations in Egypt.

5.6. Limitations of the Study

Although this is the first study of its kind in the Egyptian context to study leadership from the perspectives of the EFL teachers across Egypt, some limitations need to be mentioned. First, the primary limitation of the current study is the means of data collection. The researcher used questionnaire and interviews as means of data collection. These are self-reporting data collection tools. The use of online form for collecting interview data did not allow for “direct monitoring for comprehension of the questions and modification in case of misunderstanding” (Perry, 2008, p. 119). More in-depth interviews could have yielded more results that may have helped in better understanding teachers’ perceptions of the different leadership categories.
Second, since the questionnaire was developed for the purposes of this study and was used for the first time, there may be possible improvements for future use. Some of the statements in the questionnaire such as statements 3, “uses technology effectively to communicate with others”, and 7, “stays after work hours and does extra work to support other teachers”, may need to be rephrased to reflect the category of teacher leadership they represent more clearly. Still, as is the case with any questionnaire, responses may be influenced by the respondents’ own understanding of the statements, but an attempt to make these statements as clear as possible remains important. Conducting the questionnaire in English as well may have biased some of the results because the proficiency level of some of the participants was not high. Considering doing this study using an Arabic version of the questionnaire may yield information on teachers’ perceptions that the current study may not have examined. Also, other variables such as school level and teachers’ level of education are not examined in the current study. These might provide some indications as to how teachers from these various backgrounds perceive leadership. Including the NileTESOL members in the current study, who have more exposure to PD than others, may have also biased some of the results. Taking this into account, the results of the study should be interpreted with caution.

Finally, as the study was conducted with participants from 23 governorates out of the 27 governorates in Egypt and with a non-equal number of participants from each governorate, the sample in the current study does not constitute a representative sample. However, this study may help to grasp some of the issues around teacher leadership in Egypt, a topic which is rarely discussed or researched in this context.

5.7. Suggestions for Future Research

To fully understand Egyptian teachers’ perceptions of teacher leadership, many research questions remain unanswered. Examples of these questions are how Egyptian teachers in general
and EFL teachers in particular overcome challenges to practice teacher leadership and what practices of teacher leadership they find most suitable according to their needs and contexts.

Other questions that arise after analyzing the data in the current study include reasons that younger teachers perceive teacher leadership differently than teachers with longer years of experience. Examining these issues may help in identifying problems and challenges teachers face after staying longer in the profession that might hinder their own perceptions and practices of leadership. Some teachers also indicated they perceive themselves as teacher leaders while others indicated they do not. Although participants in the current study were doing some kind of self-reflection while responding to the questionnaire, a study can be done to examine teachers’ perceptions of themselves as teacher leaders and factors that may influence these self-perceptions. Another topic that can be usefully investigated is why teachers in Greater Cairo have indicated less agreement with the statements on teacher leadership and have been ranked lower in professional development than teachers from other groups in other areas. This was a suspiring finding that needs further research.

Another interesting topic for investigation that the current study has touched upon, but has not discussed or examined in detail, is how the leadership perceptions of teachers are influenced by the Egyptian social and political situation. Exploring this topic, using a qualitative data technique that allows for more in-depth analysis, may provide some understanding of the implicit perceptions of the concept that are unique to the Egyptian context. Also, a longitudinal study that examines teachers’ perceptions of teacher leadership over time before and after attending professional development events or programs may be helpful in supporting the findings of the current study that PD is important in shaping teachers’ perceptions or otherwise.
A study that investigates perceptions of the concept among education stakeholders in Egypt, i.e. school principals, parents and policy makers, may offer some evidence of the status of teacher leadership and raise awareness about the concept among different circles in society. Teachers seem to support the concept and are willing to practice it, but more support from other stakeholders and society is still needed to facilitate leadership practices in schools.

Finally, there is a need to conduct similar studies in other countries in the Arab world to raise awareness about the concept of teacher leadership in the field of ELT and contribute to the literature on ELT leadership by making the voices of the EFL teachers in this part of the world heard and their perspectives understood.

5.8. Conclusion

This study investigated the perceptions of teacher leadership that Egyptian English teachers have and explored the factors that may influence those perceptions. These factors included teachers’ professional development (PD) activities, number of years of experience, their geographical locations (where they teach) and school culture. Data analysis suggested that teachers’ perceptions of some of the teacher leadership definitions differ according to their professional development (PD) activities, number of years of experience, and their geographical locations (where they teach). Gender was also suggested to be slightly linked to teachers’ perceptions and to differences in teachers’ practices inside the school. Participants agree, to varying degrees, to the statements defining teacher leaders in the study. However, they ranked instructional proficiency and effective communication amongst each other as key defining teacher leadership. Finally, there was little evidence to demonstrate a relationship between teachers’ perceptions of teacher leadership and school culture since the latter was found to be linked to geographical locations. Research implication as discussed in this final chapter included educating
EFL teachers about teacher leadership, promoting shared leadership as a model of school leadership, supporting teachers to seek professional development opportunities, providing equal opportunities of access to resources for all EFL teachers across Egypt and using research results as guidance when planning teacher development programs.
REFERENCES


Leadership in English language teaching and learning (pp. 128-140). Ann Arbor, USA: University of Michigan Press.


APPENDICES

Appendix A

Final Questionnaire

Section A: Demographic Information

1. Your Email Address
   ______________________________

2. First name and last name
   ______________________________

3. Do you teach English in Egypt?
   - Yes
   - No

4. Are you a classroom teacher or have worked as a classroom teacher before?
   - Yes
   - No

5. Your Nationality
   ______________________________

6. Gender
   - Male
   - Female

7. Your governorate (where you currently teach or work)
   ______________________________

8. Age
   A. 20-30
   B. 31-41
   C. 42-49
   D. 50+

9. Years of teaching experience
   A. 1-5
   B. 6-10
   C. 11-19
   D. 20+
10. Where do you teach/work?
   A. At a School
   B. At a University
   C. Other

11. Please mark role(s) you have taken. Check all that apply.
   a. Classroom teacher
   b. Head teacher
   c. Stage supervisor
   d. School principal
   e. Other (Please specify) _____________________________

12. Schooling System
   a. National school
   b. Private school
   c. National language school
   d. Private language school
   e. Other: (Please specify) _____________________________

13. School level
   a. Primary school
   b. Preparatory school
   c. High school

14. Highest educational degree level
   a. a. Bachelor of English linguistics or literature
   b. Bachelor of Education
   c. M.A.
   d. Ph.D.
   e. Other: (please specify)

15. Number of local professional development events (seminars, workshops, conferences) you have attended in the last 5 years
   a. None
   b. 1-3
   c. 4-6
   d. More than 6

16. Number of local professional development events (seminars, workshops, conferences) you presented at in the last 5 years
   e. None
   f. 1-3
   g. 4-6
   h. More than 6
17. Number of international professional development events (seminars, workshops, conferences) outside Egypt that you attended in the last 5 years
   a. None
   b. 1-3
   c. 4-6
   d. More than 6

18. Number of international professional development events (seminars, workshops, conferences) outside Egypt that you presented at in the last 5 years
   a. None
   b. 1-3
   c. 4-6
   d. More than 6

19. Do you see yourself as a teacher leader?
   A. Yes
   B. No

20. Would you be willing to participate in an interview to discuss your answers and other questions on the topic of this study?
   - Yes
   - No
Section B: Characteristics and Behaviors of Teacher Leaders

Please complete the following statements

1. A teacher can become a leader when

2. The adjective that best describes a teacher leader in my opinion is

3. Now, think about a school colleague or a teacher you know whom you would call a teacher leader. How would you describe him/her? Please use two adjectives or words that, to you, best capture the features, traits, manners and characteristics of that teacher leader.

________________________________________________________
### Section C: Teacher Leadership Questionnaire

Please check the importance of each statement as you see it suitable for the definition of teacher leaders.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Very Important</th>
<th>Important</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listens to other teachers’ problems</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Leads school meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Uses technology effectively to communicate with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Collaborates with other teachers to create new lesson plans and materials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Leading Change**

| 5. Regularly organizes and presents at school events and beyond              |                |           |              |
| 6. Supports and helps new teachers                                         |                |           |              |
| 7. Stays after work hours and does extra work to support other teachers     |                |           |              |
| 8. Motivates other teachers towards better performance                      |                |           |              |

**Continuous Improvement**

| 9. Publishes articles in professional teaching journals                      |                |           |              |
| 10. Presents at professional conferences and workshops                       |                |           |              |
| 11. Attends professional conferences and workshops                          |                |           |              |
| 12. Reflects on his/her strengths and weaknesses                            |                |           |              |

**Instructional Proficiency**

| 13. Spreads positive energy inside the classroom and is enthusiastic about teaching | | | |
| 14. Knows about the new trends in ELT research                              |                |           |              |
| 15. Is a competent classroom teacher                                        |                |           |              |
| 16. Have innovative teaching ideas and is always resourceful                |                |           |              |

**Decision Making and Diversity**

| 17. Stands for other teachers’ rights in school and beyond                   |                |           |              |
| 18. Takes decisions on hiring new teachers or adopting a new curriculum/program | | | |
| 19. Can work with diverse groups (of different nationalities, religions, viewpoints, etc.) of teachers and students | | | |

150
<table>
<thead>
<tr>
<th>Section D: School Culture Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please respond to the following statements in terms of how frequently each statement is descriptive of your school.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Developmental Focus</strong></td>
</tr>
<tr>
<td>1. At my school, administrators and teachers try hard to help new teachers be successful.</td>
</tr>
<tr>
<td><strong>Recognition</strong></td>
</tr>
<tr>
<td>2. My professional skills and work are recognized and appreciated by my school</td>
</tr>
<tr>
<td><strong>Autonomy</strong></td>
</tr>
<tr>
<td>3. In my role as a teacher, I am free to make any decisions about what is best for my students.</td>
</tr>
<tr>
<td><strong>Collegiality</strong></td>
</tr>
<tr>
<td>4. Teachers at my school discuss strategies and share materials with one another.</td>
</tr>
<tr>
<td><strong>Participation in decision making</strong></td>
</tr>
<tr>
<td>5. My school principal always consults all teachers before taking important decisions.</td>
</tr>
<tr>
<td><strong>Open Communication</strong></td>
</tr>
<tr>
<td>6. At my school, everybody talks freely and openly about feelings and opinions they have about school policy.</td>
</tr>
<tr>
<td><strong>Positive Environment</strong></td>
</tr>
<tr>
<td>7. Teachers at my school are treated as respected professional English teachers.</td>
</tr>
</tbody>
</table>
Appendix B

Interview Questions

Please type your answer to each question below

1. Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

2. In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

3. What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

4. What challenges do you face in your current position as an English teacher or a school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

5. What is one poor leadership model that you have seen in your life? Why was it poor?

6. How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing.

7. Is there anything else you would like to say about this topic?
Appendix C
Consent Form

THE AMERICAN UNIVERSITY IN CAIRO
Institutional Review Board

Documentation of Informed Consent for Participation in a Research Survey

Title: Exploring Egyptian EFL Teachers’ Perceptions of Teacher Leadership

Principal Investigator: Amira Salama

* You are being asked to participate in a research study. The purpose of the research is to explore perceptions of Egyptian EFL teachers of teacher leadership. The findings may be published, presented, or both. You will be asked to complete a questionnaire of 30 questions that should take about 15 minutes. The complete survey includes biographical information, questions about definitions of teacher leaders, and questions about school culture. In case you are invited for an interview, you will be asked about similar topics for about 20 minutes.

The data will be saved on a password-protected computer to be only seen by the researcher. Your name or any other personal identification will not be kept with the data.

*There will not be certain risks or discomforts associated with this research.

*There will be no benefits to you from this research.

*The information you provide for purposes of this research is anonymous and confidential.

Questions about the research, your rights, or research-related injuries should be directed to Amira Salama at amirasalama@aucegypt.edu

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature

________________________________________

Printed Name

________________________________________

Date

________________________________________
Appendix D

Coding Scheme for Open-ended Questions in the Questionnaire

Table 1. Questions 2 and 2 Sample Answers and Coding

Question 1: A teacher can become a leader when____________

Question 2: The adjective that best describes a teacher leader in my opinion is _____________

<table>
<thead>
<tr>
<th>Sample Answers</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects opinions; flexible; team member</td>
<td>C</td>
</tr>
<tr>
<td>Motivates his colleagues; mentors others; model for colleagues; impacts students, motivates them; Deals with all levels of students; cares for students; has knowledge about teaching; teach for life</td>
<td>MS</td>
</tr>
<tr>
<td>Knowledgeable; has enough skills and experience</td>
<td>IP</td>
</tr>
<tr>
<td>Collaborates with other teachers; cooperative</td>
<td>KE</td>
</tr>
<tr>
<td>Gets more training, qualified, well-trained</td>
<td>CO</td>
</tr>
<tr>
<td>Has self-confidence; active; persistent; he is a leader by nature</td>
<td>TR</td>
</tr>
<tr>
<td>Creative; innovative ideas</td>
<td>PRS</td>
</tr>
<tr>
<td>Passionate; loves his job</td>
<td>CR</td>
</tr>
<tr>
<td>Fair, deals with all students equally</td>
<td>FAIR</td>
</tr>
<tr>
<td>Shares responsibility</td>
<td>SR</td>
</tr>
<tr>
<td>Uses technology</td>
<td>TECH</td>
</tr>
<tr>
<td>Works hard</td>
<td>WD</td>
</tr>
<tr>
<td>Is a manger, supervisor</td>
<td>HFP</td>
</tr>
<tr>
<td>Solves problems, sees what’s wrong</td>
<td>LC</td>
</tr>
</tbody>
</table>
Appendix E

Coding Scheme for Interview Responses

Table 1. Question 1 Answers and Coding - Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead by example; motivate others</td>
<td>MS</td>
</tr>
<tr>
<td>Lead groups</td>
<td>LG</td>
</tr>
<tr>
<td>Formal positions</td>
<td>FP</td>
</tr>
<tr>
<td>Depends on character</td>
<td>PS</td>
</tr>
<tr>
<td>Courses; qualified</td>
<td>KE</td>
</tr>
</tbody>
</table>

Table 2. Question 2 Answers and Coding - In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

<table>
<thead>
<tr>
<th>Answers/ Patterns</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifelong learning; training</td>
<td>LL</td>
</tr>
<tr>
<td>Rapport with students</td>
<td>IP</td>
</tr>
<tr>
<td>Involved in school activities</td>
<td>AC</td>
</tr>
<tr>
<td>Friend to others</td>
<td>PS</td>
</tr>
<tr>
<td>Appreciates others</td>
<td>AO</td>
</tr>
</tbody>
</table>

Table 3. Question 3 Answers and Coding- What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

<table>
<thead>
<tr>
<th>Answers/ Patterns</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing materials; presenting to others</td>
<td>SH</td>
</tr>
<tr>
<td>Creating projects</td>
<td>CP</td>
</tr>
<tr>
<td>Attending seminars</td>
<td>PD</td>
</tr>
<tr>
<td>Being good models; motivating others</td>
<td>MS</td>
</tr>
<tr>
<td>Communication with students</td>
<td>IP</td>
</tr>
<tr>
<td>Appreciating others’ work</td>
<td>AP</td>
</tr>
</tbody>
</table>

Table 4. Question 4 Answers and Coding - What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.
<table>
<thead>
<tr>
<th>Answers/ Patterns</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working hours</td>
<td>WH</td>
</tr>
<tr>
<td>Lack of support, resources and motivation</td>
<td>LS</td>
</tr>
<tr>
<td>Private lessons</td>
<td>PL</td>
</tr>
<tr>
<td>Lack of training</td>
<td>NT</td>
</tr>
<tr>
<td>No appreciation</td>
<td>NA</td>
</tr>
</tbody>
</table>

*Table 5. Question 5 Answers and Coding - What is one poor leadership model that you have seen in your life? Why was it poor?*

<table>
<thead>
<tr>
<th>Answers/ Patterns</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak leaders; no decisions</td>
<td>WLS</td>
</tr>
<tr>
<td>Against change; routine</td>
<td>ACH</td>
</tr>
<tr>
<td>Depend on position</td>
<td>PF</td>
</tr>
<tr>
<td>Bad character</td>
<td>PS</td>
</tr>
<tr>
<td>Lack of knowledge</td>
<td>NK</td>
</tr>
</tbody>
</table>

*Table 6. Question 6 Answers and Coding - How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing.*

<table>
<thead>
<tr>
<th>Answers/ Patterns</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show respect; listen to them</td>
<td>SR</td>
</tr>
<tr>
<td>Training; creating opportunities</td>
<td>TLS</td>
</tr>
<tr>
<td>Support outside classroom</td>
<td>MS</td>
</tr>
<tr>
<td>Encourage young teachers</td>
<td>YT</td>
</tr>
<tr>
<td>Teach students about leadership</td>
<td>TS</td>
</tr>
<tr>
<td>Enough salaries</td>
<td>ESM</td>
</tr>
<tr>
<td>No years of experience</td>
<td>NYEXP</td>
</tr>
</tbody>
</table>

*Table 7. Question 7 Answers and Coding - 7. Is there anything else you would like to say about this topic?*
Appendix F
Interview Transcriptions

Interview One - Dina

1 Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

4 Dina: I agree. A teacher can lead by example and by motivating their colleagues and not necessarily be in a superior position.

6 Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

8 Dina: I think they need to put their team-playing skills at work. They need to be good listeners and consider going the extra mile and going out of their way to help others as part of their day to day job.

11 Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

13 Dina: I have met teachers who would make sure new material and extra-curricular activity sheets were accessible to the whole staff even if it would cost her time and money. We would secretly name her "the boss" because she always got everything under control and drew guiding lines even when we didn't ask for them.

18 Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

23 Dina: Currently, my biggest challenge is the working hours (being a part timer). Before when I was a full timer in another institute, my biggest challenge was lack of appreciation. I would stay up late at night collecting videos and in class teaching material to help facilitate learning and motivate my students only to get rejected by management and not even be given the chance to make a presentation or a demo about my ideas.

29 Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

31 Dina: I have met leaders who would encourage other teachers to raise issues of concern to management and to even object to rules and regulations and
when the time comes for departmental meetings, their lips are sealed and they would even deny having any part of it.

Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing.

Dina: By allowing them to share their ideas and show some respect to what they have to say. By encouraging them to implement team working and not just lecture them about it. Teachers are placed in a negative competitive atmosphere the moment they sign the contract and be advised to not discuss their salary with other teachers. How can they work together or help each other then, let alone lead?

Investigator: Is there anything else you would like to say about this topic?

Dina: This topic is a crucial contribution to the education system in Egypt as it highlights matters that teachers often think about but never talk about- that is leadership; do you have it or do you earn it? Are the people leading other teachers fit for this role or not? And these types of questions.

Interview Two- Sarah

Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

Sarah: Yes, I agree, because a teacher is always the leader of a group of people, students, even if they are young or few.

Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

Sarah: Lifelong learning is the best way to get confident and help the teacher to be stronger person, especially if he practices leadership in different situations inside and outside classroom.

Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

Sarah: Projects that I created and performed with my students out of the curriculum many times.

Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.
Sarah: Of course lack of support from the families beside the administration restrictions. Restrictions were many over the past years in attempts to motivate students and change the way they were taught. I talked about the lack of support. There was no financial support although there is something called the budget for activities in all schools. It was mostly used for school maintenance, preparing school for the new academic year, supporting parties at school. I don’t really know. I got nothing from this budget to cover my activities. It is not only about money, although it is important because I need to spend money on the decorations needed to make a play at school. I was trying to do this myself. Students would sometimes get motivated and bring their own stuff, like the clothes for the play. It wasn’t easy, but it was enjoyable so students did it with love. They were very inspired. The second point is the moral support. I hear a few words of thanks during the party, but there is no making use of my creativity in such activities throughout the year. It is only used during these events. All the year, I’m left with the routine and the comments from the administration on writing the wrong date on the board. They are not aware of teachers’ skills and they don’t seek to best use their skills in the right place. Publish the idea and allow him to do these activities in other schools, doing competitions among schools. My work was only within the school till I became a trainer and people started to know me through my work during these training sessions, but still I didn’t feel other teachers understood how effective these extracurricular activities were.

One of the restrictions is also the lack of support from the parents. I usually have about 300 or 500 students. Some schools have 800 in one stage and other schools have more. I do the activity I do with 11-20 students during the summer break. Some parents do not agree and some others object to having these activities during school time. Some teachers as well do not allow students to participate in these activities because they do not like me to take their students. They do not see the benefit of these activities, even if the school administration approves it.

Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

Sarah: The headmistress of my school she is poor because she not relevant or open minded, also she is frightened of her leaders

Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing

Sarah: Training, giving more space for, innovation, creative and unusual ideas, giving more positions for youth, listening to teachers' opinions and improving teachers level of practical knowledge. More space for creativity. A suggestion is to know who are the teacher leaders inside the school because they are not usually many and they have a passion that never fades
away. They may feel disappointed sometimes because of these restrictions, but when they find encouragement they become like butterflies and they get motivated to continue. We need to support them. The school principal can form a team of teachers from them for every subject. Every week dedicate an hour and a half for something we call a free activity, out of box, out of door activity for a gallery walk activity for example and students come down and enjoy the activities of those teachers during this time. This team of school leaders can make a weekly plan for their activities under the supervision of the school administration and supervisors. In addition to sending them to workshops where they get an exposure to professionals in the field, encouraging them to travel for studying abroad, encouraging them to present at the school to other teachers, encouraging exchange among schools. All of these activities are in fact found on paper, for quality and accreditation instructions, but nobody puts them into action. Another thing is involving those teachers in decision making in the board of trustees as discussing problems inside the school usually need creative solutions that teacher leaders can help with. A problem like writing on the walls for example is a psychological problem that students might have. It is not because they have free time. Students have psychological issues. The creative solution is involving those students in activities that foster their creativity inside the school. Teacher leaders can help with these kinds of activities. Over the past 25 years, I discovered that no one is bad. Everyone has the ability to become a better person. They just need someone to understand and support them. We need to change the things they are not good at, not hide them.

86 Investigator: Is there anything else you would like to say about this topic?

87 Sarah: In addition to my instinct willingness to do these activities, the results I reached with my students and my feeling that they’re learning and that they still remember me after leaving school, and the moral support regardless of the administration support, was motivating for me. The second point that encouraged me to do these leadership activities was my passion for my job. I joined the Faculty of Education because I wanted to become a teacher. This means when one chooses to study something he likes; he succeeds in it and becomes unique. There is a more room for creativity when you have the passion for what you do. I wish you the best of luck; I am really excited about making use of this kind of researchers and applying such wonderful thoughts.

Arabic Transcript of some responses of Sarah (translated and integrated in Interview Two)

طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً تعامل معهم يعنى. أذا اتكلمت في نقطتين، طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً طمعاً مثلاً مع إن فيه حاجة إسمها ميزانية النشاط في المدارس ممن كانت دايمًا بتوجه للحاجات الأهم بصرفوا على الصيانة مثلًا، على تجهيز المدرسة قبل الدراسة على
دعم مثلًا لحكمة قد يكون مديعي لها ناس تانية أو معرفش كأنه بتصرف في إيه الفلوس لكن مكنش بطول من ميزانية
النشاط دي أي حاجة. دي حاجة.

طيب مثلا بعضنا علشان حد يبقى عنده حاجة بيعملها كده وتمام التمام، نعرفه بقي للناس الأكبر أو كده أو نشر الفكرة على مستوى أعلى علشان الكل يستفيد مثلا عن طريقة إن هو يشرحها للناس أو يفهمها أو يقوم الأنشطة دي في كذا مدرسة أو بعمل ملاك الفريق بتاعة اللي هو مريب وعوض في مسارح المدارس الأخرى وعمل مسابقات بينهم وبين المدارس اللي بيوفرها علشان يشرف الأكاديميات وهلي الوارد كلاها تشارك. لا الكلام دي ببقى قاصر على المدرسة بيحد ما دارت أي مدرسة ونانش تعافوا مثلا إن أني يعني بعمل حاجة مختلفة شوية. باخدوا بالهم بس يعني مفيش حتى اللي بيسوبر برفاق عليها أو ممتازة بس طب وبعدين. إعمل أنت أو طبق في مدرستك مفيش حتى مهامات فاهمين أثر دي على الناس. لأ. تميم تشجيع المعني بسمع كلمتين كذينبين خلقامين خلال الحفيلة وخلاص فوارة في الحفيلة نبقى نبنيها في الحفيلة وخلاص وأفضل طول سنة مدرسة بتعبر للروتين وتعبر للشامل وتعبر بعدد من دل ملقاني كاذبة التأريخ بدل 8 كاناية 9 ولا 9 مكان 8 ينهاي بس ويعلموي تحقيق يعني
المسألة بتبقي فيها. مش مركزين على قرية النبي أرم وتوجيهم في المكان الصح. من العوائق كلا المه كتبتحصل إن مدع من أولاء الأمور يعني أني مثلا عندي المدرسة بيبقى فيها 300 أو أكثر أو 500 طالب يمكن ساعات على مستوى الثلاثات مراحل يفي في الإعدادية وله مدرسة بعد دخل روحت الناهي ل未经授权 لقبها في 800 في الفرقة الواحدة وفيه مدرسة أعمال كبيرة جدا. لما نا يعني بعمل النشاط اللي أني أعمله دا هياله حليش مختار. عشرين طالب يعني على أقصى تقدير أثناء الأجازة بتنبأ البيتيفي وأكمل بتهم بالأهالي ناس توافق وبإننا بقلوبنا بتعضي وقتمهم وحات الآن اعلم الميلات مع أولئك الأمور. عيان أكملهم طبعا في الأول الموقف وبيه النهيدة وإنه النتائج بنايع العاجسي. فيه وفيه ناس تجي تقليدوه مانيشي في الصيف أوكي لكن في الشرح في الدراسة لا. ببيش كفاءة دروس بعد المدرسة مقترش أعمل اجتماع على النشاط بعد الحفيلة. مين بيزلون من المحبة فسول أبدا لو هفي عرض أو فيه شيل يعمض في مكان تاني أو مسابقة. أنا مرة كنت عمل مسابقة للتحديث بالإنجليزية ببطاقة وهونج نور في مدرسة بعد الطلبة لازم تنمض وينضبان مش راضيين بترجوا الطلبة وحتى لما بعد رقمة من المدرسة أنزل الطلبة من الفصول تنمض المدرسة وتقول بعد الحفيلة مهما كانت الحصة بس بسيطة مهنة مش مهنة هما بس تحكم، هي ملهاش الحق إنها تأخذ حديد.

طيب نتكلم في how to foster the work أو how to encourage the teacher to be a leader. الطبيب النقط المهمة اللي in creativity هو مثال ما بالنص ما إذا كان إذا وما إننا لما رحنا في mocc space for creativity.طيب تتكلم في

طيب تتكلم في ازاى مقترح مثلًا إن إجاولا تحترم البيع على النوايا اللي زاكي كل في المدرسة إن دول بيفاو مع كثير بيكونوا ضعيفه ويحيطه شكله كده موضعه طول الوقت ميتكيلليه هي يتخذه أو يتخمس إن هو حزنا أو أحباطا أو كده بيبيعو تاني أو ما حد يتشجع بي زاكي الفرصة كده بيستغلوا دوما معاي فانها عوانزي تسعيهم ومديري المدرسة دي صلاحية على فكرة في إيجي فريق مثلا مثلًا من الناس في كل مدرسة وكيف فيه في كل مكان. إننا لما كذينبين في

طيب يدخل out of box out of doors. ها هيا ساعة ونسكا إسبوع تبقى تشجع حير اللي هو

طيب تتكلم في gallery walk مثلا زي

طيب تتكلم في

طيب تتكلم في إيجا إسبوع تشجعهم على البعثات، تشجعهم على ال-workshops الكبار، يعملوا كمان workshops إننا نشر ناشئة، نشجعه على ال-creativity

طيب تتكلم في
على الحيطان. لو يصبر على أي مدارس في الدنيا هتلاقيها كلها شخابيط شخابيط، الحيطان مكسرة ليه؟ ليه؟ ليه؟ عشان الولد عندهم مشاكل نفسية. ف الحاجة إلى الإبداع يعمد في النشاط ويفرغ في وعاء النشاطات التي يكتشفها أنمي الفنون. أكيد أكيد، العوامل مهمة جداً عشان نطلع كل المميزات اللي في ولادنا ونستغلي نفسيات الله في دوا نصي. أكيد الأدوات المستخدمة، النبي الأدم، النتيجة اللي كنت بوصلها مع الطلبة، إحساسي بإنهم بيستفيدوا وبيفضلوا فاكرني. والتسليم الوريدي اللي يحصل لما يعمل أي مشروع يصرف النظر عن ال administrations والمدارس اللي تحقق. نحن نستمر في دعاية أبى مدرسة يعني ده معناه، إن الإنسان بيختار الحاجة اللي بيحبها وبيكمل فيها ينجح فيها ويبقى مختلف. ببقى فيها مساحة للإبداع أكثر لما بيعمل الحاجة اللي انت بتحبها.

Interview Three- Ali

Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

Ali: I agree.

Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

Ali: To continue training and communicate with other teachers worldwide.

Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

Ali: Attending many seminars and exchanging experience with different nationalities.

Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.


Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

Ali: Weak characters.

Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing.

Ali: By supporting, motivating, encouraging, training teachers.
Interview Four- Noha

1 Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

2 Noha: I agree because a teacher can act as a leader among his/her colleagues and within the school community without actually holding a formal position of leadership. Helping other teachers develop and supporting them, creating a teamwork spirit and acting to change the culture of the school, are all things you can do regardless of a position.

3 Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

4 Noha: Work on themselves. Professional Development is the keyword to me.

5 Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

6 Noha: One thing a colleague did (and to me this made her a real leader of change) was to help other teachers by providing resources and ideas whenever someone needed support. In this way, she became a role model for many of us in sharing, creativity; teamwork and non-stop seek for knowledge.

7 Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

8 Noha: Lack of resources (Professional Development requires reading books, attending courses or workshops and both are not easy to obtain without good financial resources).

9 Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?
Noha: A school Head of Department who was completely against change and who was always very discouraging when a teacher showed interest in a new method or technique and wanted to try it in her classroom. This leader was always so sarcastic with teachers who sought professional development and would never support them.

Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing

Noha: Have teachers meet every month to exchange ideas on their best practices. Encourage teachers to communicate together asking help and advice from each other. Encourage mentoring and coaching among teachers.

Investigator: Is there anything else you would like to say about this topic?

Noha: Perhaps school leaders also need to be given some support, education and reassurance that would enable them to understand that having teacher leaders in their schools will create a better learning environment and a positive change. Sometimes school leaders are only worried about their positions or worried that having leaders in their schools may cause chaos or conflicts.

Interview Five - Hoda

Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

Hoda: I totally agree as a teacher could be a leader to a group of kids in the club, or a group of kids the teacher meets randomly anywhere. We do have the how to approach children if we see an improper attitude for example and we can always lead by example.

Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

Hoda: Build a strong rapport between himself and the students. Relate to their lives and speak to them a lot about their dreams and their future plans. Tell them about yourself and make them your young friends. They should believe that the teacher is sometimes a brother or a sister as well so that they imitate by example.

Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?
Hoda: I have seen a teacher speaking a lot to the students. Sticking to teaching the curriculum doesn't make a teacher a leader today. A leader teacher should be a part and parcel of his students' lives for they enjoy the teacher's company and prefer his sessions.

Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

Hoda: Time is very shot and schedules have become very busy.

Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

Hoda: I have dealt with a head of department for too many years. She used to be very bossy rather than a leader. She wasn't a facilitator, on the other hand, she used to divide her tasks amongst us and sit down doing nothing. Nothing is worse than working under a bossy boss.

Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing

Hoda: Leadership programmes, seminars, workshops. In order to make a teacher a leader, you have to teach the teacher how to be a leader.

Investigator: Is there anything else you would like to say about this topic?

Hoda: Thanks a lot.

Interview Six- Nesreen

Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

Nersreen: Yes, I agree because what should be achieved by the teacher leaders is not listed or either expected. The role of the teacher leaders is to develop, to shift from routine to creation and to change.

Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?
Nersreen: He or she should first know what they want to do, then plan for it. As the leader enjoys a distinguished character, he can affect others easily. Being patient and persistent is a must.

Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

Nersreen: It is known that teaching listening is a big problem in our government schools. I set up a campaign academically and practically; I let my teachers know what is listening, how it can be taught and give them sheets. Then I bought the most suitable device that can help them make students listen, it is sab with flash; it is very easy to use and available too. Gradually more teachers use it and know that there are three phases to teach listening.

Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

Nersreen: Lack of the desire to be changed. Most teachers now reject change even the young. They consider money first.

Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

Nersreen: Mostly any headmaster or school manager, they are tied by the routine not willing or even think to change. They believe that they do everything to solve the problems but they do not do anything.

Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing.

Nersreen: They should help teachers to use active teaching strategies and outside class activities. They should also enhance authentic assessment not summative ones.

Investigator: Is there anything else you would like to say about this topic?

Nersreen: Yes. When can we stop research and go down to primary schools to change them step by step?
Interview Seven- Yasmine

1 Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion?

2 Yasmine: I agree because they should be more proactive rather than being defined by their positions.

3 Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

4 Yasmine: They should improve their skills; life-long learning is important.

5 Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

6 Yasmine: Being good models because they should act as good models for the others to follow.

7 Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

8 Yasmine: No time because of family commitments.

9 Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

10 Yasmine: The traditional one because it was not updated and no innovation existed.

11 Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing.

12 Yasmine: Encourage their teachers to attend workshops and acquire courses.

13 Investigator: Is there anything else you would like to say about this topic?

14 Yasmine: No, thanks.
Interview Eight - Soha

Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

Soha: Agree. Sometimes a new teacher can make a difference in his organization.

Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

Soha: He must seek professional development to be a leader to his colleagues.

Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

Soha: I have held a lecture to help my colleagues to transfer the new methods of teaching to them, but I was faced by the fact that we're working in a governmental school where the real situations differ from theory.

Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

Soha: In governmental school you face the lack of almost all fields of teaching, you lack time needed to acquire language as the curriculum is too long. you lack resources needed for teaching. You lack support from the administration and society.

Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

Soha: My principal. He is of a weak character who can't make any decision or control the students’ misbehavior.

Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing

Soha: They can give young teachers the opportunity to have a chair in administering schools to give them the chance to learn how to be good leaders.

Investigator: Is there anything else you would like to say about this topic?

Soha: It's a great topic but it needs to be seen and read by more and more governmental teachers to find out practical solutions to our critical situation.
Interview Nine- Saeed

Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

Saeed: Disagree. Our society without any formal role can't move or follow any duties.

Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

Saeed: Improve his personality and his ability by reading about leadership and attend courses to know how to deal with other to choose him as a leader without he asks about it.

Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

Saeed: Help others without know who helps them. and that reflect on their working in a good way by solving their problems, and participate the in joy situations and sad one.

Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

Saeed: Lack of equipment and lack of supporting from the other. All the teachers of my school want only to sign of attendance and depart and always they have time to make a meeting to discuss our school problems.

Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

Saeed: Headmaster, because he listens to some of his friends only even they are wrong and give them more and more role without have the ability to do that in a good way. Second, he is always afraid of replacement of his position as a headmaster.

Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing

Saeed: Give the teacher position of the local council of his country and take part in any roles to control the school.

Investigator: Is there anything else you would like to say about this topic?
Saeed: Without inside motivation no one can do anything to make things better.

**Interview Ten - Nouran**

1 Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

2 Nouran: Yes, as some people can be managers but they are bad leaders.

3 Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

4 Nouran: He needs to be a good leader inside the class first to be a good leader outside.

5 Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

6 Nouran: We have been doing a workshop to discuss the best techniques to be used during teaching process. Our supervisor gave each one of us a role which will be completed with the help of his colleague and she checked the work herself.

7 Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

8 Nouran: Actually, I face another challenge, I am teaching for a class of secondary school boy who are hyperactive and most of them are trouble makers. They need to be engaged in class activities all the time.

9 Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

10 Nouran: My previous school, my supervisor was not cooperative at all. He doesn't help his teachers or providing them with any resources.

11 Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing

12 Nouran: I think students themselves should be taught how to be leaders themselves by helping them to work in groups, one to be leader, a speaker, a writer, time keeper and then they change roles.

13 Investigator: Is there anything else you would like to say about this topic?
Interview Eleven - Salma

Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

Salma: Completely agree, the teacher leader doesn't need a position to help and guide his students and colleagues; he/she is always a devoted volunteer. Even sometimes she thinks that any managerial role may hinder her.

Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

Salma: First, she must be a friend and a trustworthy person for all her Ss. She must listen and do her best to help. There must be many methods of communications between her and them.

Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

Salma: To start with myself, I never tell my teachers to do, I do first then they follow me and give better ideas. I listen to them and discuss together.

Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

Salma: I use my own ways of motivation even by words or expressing happiness with what they do. Use Facebook and WhatsApp to contact parents and I've created a group to teach English for parents. We meet from time to time to discuss their kids’ problems. We insist to keep moving forward whatever the challenges are.

Investigator: What is one poor leadership model that you have seen in your life? Why was it poor

Salma: That who depends on the authority of his position not on his personal position in others hearts.

Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing
Salma: Providing teachers with more training courses about successful leadership. Help them to join and participate in events and conferences to help with developing and polishing their skills.

Investigator: Is there anything else you would like to say about this topic?

Salma: I think being a teacher leader is something by nature first, then we enhance by time.

Interview Twelve - Sherif

Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

Sherif: To somewhat, I agree because the educational system itself may represent an obstacle to apply the role of teacher leaders effectively.

Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

Sherif: In my point of view, he must be involved in the school life completely, keep in touch with the outer community and has good relations with the Parents' Assembly as well as being knowledgeable of the latest educational approaches.

Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

Sherif: Making the right decision even if the situation is critical without any hesitation.

Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

Sherif: I taught at Broughton High School and Preston Lodge High School in England and I didn't face any challenges during this time except for the occasional mistakes but now I'm teaching at a secondary school in Matrouh Governorate so I face many challenges before, during and after teaching such as he very low salary I get, the teaching Aids available, the culture of the people I deal with, and the Common cheating at schools from primary to secondary stages.
Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

Sherif: When I was in England, my professor at Edinburgh University told us that we will perform a lesson in front of all the colleagues and the professors. One of my colleagues cried and said "I can't". She was very shy to perform in front of groups of people.

Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing.

Sherif: By giving them enough salaries, preventing the private lessons, making them share in putting the curriculum, putting strict laws to keep the respect of teachers inside and outside schools, giving them modern teaching aids, and providing them effective Training all time.

Investigator: Is there anything else you would like to say about this topic?

Sherif: Yes. The Current Educational System itself represents an obstacle in front of any teacher to be leader or even to do his work successfully.

Interview Thirteen - Wael

Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

Wael: To somewhat, I agree because the educational system itself may represent an obstacle to apply the role of teacher leaders effectively.

Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

Wael: In my point of view, he must be involved in the school life completely, keep in touch with the outer community and has good relations with the Parents' Assembly as well as being knowledgeable of the latest educational approaches.

Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

Wael: Making the right decision even if the situation is critical without any hesitation.

Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills?
(For example, lack of motivation, lack of resources, private lessons, no
time, lack of support from family or colleagues, etc.). Please explain your
answer.

Wael: I taught at Broughton High School and Preston Lodge High School in
England and I didn't face any challenges during this time except for the
occasional mistakes but now I'm teaching at a secondary school in Matrouh
Governorate so I face many challenges before, during and after teaching
such as he very low salary I get, the teaching Aids available, the culture of
the people I deal with, and the Common cheating at schools from primary
to secondary stages.

Investigator: What is one poor leadership model that you have seen in your life? Why
was it poor?

Wael: When I was in England, my professor at Edinburgh University told us that
we will perform a lesson in front of all the colleagues and the professors.
One of my colleagues cried and said "I can't". She was very shy to perform
in front of groups of people.

Investigator: How can schools in Egypt encourage more teachers to become leaders?
Please give examples of activities schools can start doing

Wael: By giving them enough salaries, preventing the private lessons, making
them share in putting the curriculum, putting strict laws to keep the respect
of teachers inside and outside schools, giving them modern teaching aids,
and providing them effective Training all time.

Investigator: Is there anything else you would like to say about this topic?

Wael: Yes. The Current Educational System itself represents an obstacle in front
of any teacher to be leader or even to do his work successfully.

Interview Fourteen- Farah

Investigator: Some scholars believe that the role of teacher leaders is not defined by their
formal or managerial positions. Do you agree or disagree with this opinion?
Why?

Farah: Disagree, by love and appreciation to others not only a position.

Investigator: In your opinion, what should a classroom teacher who wants to become a
leader outside the classroom do to achieve this goal?

Farah: By doing activities to his students and leads them in other fields helping
them. Investigator: What is one thing you have done or have seen other
10 teachers do before that you would describe as a practice of teacher leadership? Why?

11 Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

13 Farah: Activities and continuous communication with the students.

14 Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

19 Farah: Make a motivation first and try to achieve as there's really no time because of the lack of support, resources, training, ... encouragement from others continuously..... etc

22 Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

24 Farah: umm a teacher with a bad character as no one will help him to get something from this character, its refused at first so students wont communicate with him.

27 Investigator: Is there anything else you would like to say about this topic?

28 Farah: I hope to participate and to develop myself to be as good as i can in this field ... thanks.

Interview Fifteen- Mohamed

1 Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

4 Mohamed: Yes, because there is only one formal leader but there are many leaders can help others.

6 Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

8 Mohamed: Have the needed knowledge and skills and have worked in mentoring.
Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

Mohamed: Lead a group of teachers in a training.

Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

Mohamed: Private lessons, no time.

Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

Mohamed: A military leader... He can't take the right decision in the right time.

Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing.

Mohamed: Have a program for preparing leaders with and don't depend on years of experience only.

Investigator: Is there anything else you would like to say about this topic?

Mohamed: It is an interesting topic.

Interview Sixteen- Ola

Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

Ola: I agree because it depends on the teacher character not on his position.

Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

Ola: He should have a good character, firm enough, have the ability to persuade others of his point of view, and able to solve any problem.

Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?
The ability of public talk and collaborate in team work are very important to Teacher leadership.

What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

No time because I have a very long course should be ended before Students absence, private lessons of some teachers that they don't want to share or listen at all cause of their limited time, and lack of motivation.

What is one poor leadership model that you have seen in your life? Why was it poor?

A teacher of lack knowledge that can't control his students...poor class management.

How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing.

By giving them several training courses in leadership and choosing who's interested only by asking them first if they want to attend and not for random selection. By motivating and encouraging the teachers to use their free time.

There should be no age limitations for learning or training courses or grants for teachers.

Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

I agree, because teachers can lead from any position by guiding and advising others.

In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

They should have wide knowledge, realize how to solve problems in suitable ways, encourage hard-working and cooperation to develop the
work, manage time well, help people to find their abilities, and always do their best to achieve their goals.

Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

Engy: Encouraging students to love and work for their country. Recently, we are suffering from students who hate and destroy their country that makes me unhappy, so with other teachers in my school we try to help them by advising and guiding them to find the best techniques to encourage them to involve in the education process.

Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

Engy: Lack of training and trainers.

Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

Engy: People who afraid to take the right decision in the perfect time.

Investigator: How can schools in Egypt encourage more teachers to become leaders? Please give examples of activities schools can start doing.

Engy: By training them. By meeting with them and listening to their suggestion. By encouraging the leaders and standing beside them.

Investigator: Is there anything else you would like to say about this topic?

Engy: No, thanks.

Interview Eighteen- Heba

Investigator: Some scholars believe that the role of teacher leaders is not defined by their formal or managerial positions. Do you agree or disagree with this opinion? Why?

Heba: Actually I agree with this opinion very much because sometimes the position, the formal position or the managerial position doesn’t come with the right qualifications. So, sometimes just because the teacher has been there for 20-25 years, they are in a leading position but may be they deserve it or not. It is really like different from one person to another. So, yes. I do
agree with the scholars sometimes the teacher can have qualities of leadership and they're still at the beginning of their career maybe and some teachers in the leadership position are not really aware of what does that even mean. It depends really on the teacher and their qualification and their experience.

Investigator: In your opinion, what should a classroom teacher who wants to become a leader outside the classroom do to achieve this goal?

Heba: Okay. My opinion will be based on two things, my experience and my actual point of view on this. My experience, I used to work in schools what got me in a lot of a leader. I was promoted to be a senior English instructor for third primary stage is actually hard work and hard work only meaning ah.. staying over time for grading, participating in every single meeting and every event going basically the extra mile. This is the thing that helped me actually to get to this position. But this is based on my experience. From my point of view, I think what should help me become a leader is my understanding of leadership. If I have an understanding of it, maybe I'm entitled to experience it a bit and then I can see if it fits me or not because not all people can take this job or play this role, being leaders.

Investigator: What is one thing you have done or have seen other teachers do before that you would describe as a practice of teacher leadership? Why?

Heba: Well, I remember people by their names actually. I had this wonderful English supervisor. She was the third or the fourth supervisor that they get us in the school in one semester. There were a lot of problems in the school, managerial problems, teacher kept leaving, too many working hours a lot of classes. Teachers were crumbling under pressure and they got us a new supervisor. She was really like an example of what a leading role should mean. First thing she did was listening. We didn't really have that before, nobody really listens. In those meetings, they're just informing us of what's going to happen. We're going to do this and that, but she actually asked us to think of what we want to change, she actually let us review the books before the beginning of the semester and see if we really like them or want to ask for a change. This was like really beyond everything else that was going on in the school and she did face some opposition from the administration but she managed to get us some of our rights like discussing and listening to us, discussing our points of view and even giving us some teaching preferences. It was never the case like this before, you are assigned the class and you should just be happy with it. At the end, she had to assign the teacher based on their level and skills but I felt these points like listening to us and giving us the choice really parts of what made her a great leader. We really loved her and really we did listen and accepted whatever she did because we respected her. We felt she respected us she respected our points of view.
Investigator: And is there another teacher you have met before who is not holding a managerial position that you would describe as a teacher leader?

Heba: Yeah, I remember some of my colleagues. They way they're helping one another like they'd just give you heads up before you ask for help especially when you're coming to a new working environment you need all the guidance in the world. Sometimes the person in charge of leading you is not really free or available all the time for this guidance, so I found this from some of my colleagues actually. The way they'd just explain everything to you in a plain simple language you really want that. You don't want, you don't want the flashy power points, you want simple words. What do I do? Tell me what to do and not to do. This colleague of mine she knew what problems teachers face at the beginning of the semester and they usually fall into, she said avoid these points some colleagues have done this in the past so avoid them. I felt this was really helpful.

Investigator: What challenges do you face in your current position as an English teacher or school leader to improve professionally and demonstrate more skills? (For example, lack of motivation, lack of resources, private lessons, no time, lack of support from family or colleagues, etc.). Please explain your answer.

Heba: At the present moment, I'm not really facing problems with resources or knowledge but the problem was time. We are so squeezed in time you can hardly find time to do your own work or find your own creativity or make something of your own. You are just trying your best to navigate through the different resources that you're given to make time for a nice teaching experience. So, I feel I could do more if I had more time.

Investigator: What is one poor leadership model that you have seen in your life? Why was it poor?

Heba: One poor example was a leader who actually used competitive attitude, you know, spreading competitive spirit among the people just to get them to work. Like she would talk to this teacher about how impressed she is with another teacher so this teacher gets jealous and tries to work their best. I don't think that this is the right approach because people are different and their natures differ. so they take things differently. Maybe if you do this, they don't get jealous but they end up frustrated and depressed and they just give up. I'll never be like this teacher because she is more experienced than me maybe she has more experience or more certificates maybe I shouldn't even bother in the first place. This would actually lead to some issues and problems between colleagues and it made the whole environment lacking this cooperative and loving and warm friendly atmosphere that should and
people would hide their work. Like I have this wonderful source I hide it I
won't share it because I want the credit this was her technique and approach
and I think a lot of people use that because they worry that the teacher will
gang up against them maybe criticize them. I think this is very weak, this
shows a very weak skill for leading. You don't lead people by making them
competitive, you know.

Investigator: How can schools in Egypt encourage more teachers to become leaders?
Please give examples of activities schools can start doing
Heba: They can do this by first, firstly they should actually explain how can
teachers be leaders. I don't think many teachers know about it. Personally,
I didn't know about this concept except recently. So, they need to give them
more knowledge, give them more training, speak more about the leadership
because sometimes have assumptions about the word "leadership" so you
mean that I'm gonna be put in a position and have to do more work. I don't
want that if that's it. So you have to clarify some of the misconceptions.
Train and educate people about the concept of leadership first and I think
it will come naturally. People will be looking forward to these positions or
to roles where they are taking the leadership.

Investigator: Is there anything else you would like to say about this topic?
Heba: I also think it has to do a lot with the personality of the person. Some people
are good at leadership because they have the patience; they have this ability
to listen. Maybe if you can train people to listen, be open minded to the
different points of view and to accept the other people that accepting the
other does not undermine your strength or your role as a leader actually
gives you more strength and the more you focus on clarifying
misconceptions about leadership the more you can have people looking
forward to this and trying to promote it.

Investigator: Thanks for very much, Heba.
Heba: You’re welcome.
### Mean Ranks of Teachers’ TLQ Responses by Gender

<table>
<thead>
<tr>
<th>Teacher Leadership Category</th>
<th>Gender</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Female</td>
<td>93.47</td>
<td>9721.00</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>103.18</td>
<td>9389.00</td>
</tr>
<tr>
<td>Leading Change</td>
<td>Female</td>
<td>90.45</td>
<td>9407.00</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>106.63</td>
<td>9703.00</td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>Female</td>
<td>93.44</td>
<td>9718.00</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>103.21</td>
<td>9392.00</td>
</tr>
<tr>
<td>Instructional Proficiency</td>
<td>Female</td>
<td>93.39</td>
<td>9713.00</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>103.26</td>
<td>9397.00</td>
</tr>
<tr>
<td>Decision Making and Diversity</td>
<td>Female</td>
<td>97.98</td>
<td>10189.50</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>98.03</td>
<td>8920.50</td>
</tr>
</tbody>
</table>
Appendix H- Institutional Review Board (IRB) Approval

CASE #:2017-2918-084

To: Amira Salama
Cc: Sara Tanak

From: Ata Gebril, Chair of the IRB
Date: Jan 21, 2018
Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled “Exploring Egyptian EFL Teachers’ Perceptions of Teacher Leadership” and determined that it required consultation with the IRB under the “expedited” category. All of you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Ashraf Hamid. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

Dr. Ata Gebril
IRB Chair, The American University in Cairo
3046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu