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**THE APPRENTICESHIP OF LEADERSHIP IN**  
**EFL SECONDARY CLASSROOMS:**  
**A STUDY OF TWO SCHOOL SETTINGS**

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## **Declaration**

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

Date:

Signed:

## **ACKNOWLEDGEMENTS**

My praises and gratitude to God, who guided me in all that I am doing, and helped me overcome my shortcomings...

To my supervisor, Professor Faiza Bensemmane, I appreciate her devotion, responsiveness, helpfulness and constructive criticism, despite her overloads of commitments, she helped me greatly, so thanks a million.

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To the teachers and students who gave me of their precious time and participated in this study.

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## **DEDICATION:**

This thesis is dedicated to all teachers who, far away from the limelight, are shaping the face of the future.

## **Abstract:**

This study was conducted in order to investigate what leadership characteristics Algerian secondary school teachers of English demonstrate, and how leadership is distributed in their classrooms. It tries also to shed light on the factors that may enable or constrain such an endeavour.

This mixed method study investigates the distributed leadership by gauging the directness/ indirectness of influence exercised by four EFL teachers using the FIA (Flanders' Interaction Analysis). It was triangulated by gauging the perceptions of eighty students of these observed teachers using the questionnaire instrument and interviewing the observed teachers to obtain their self-perceptions on leadership.

Both qualitative and quantitative data revealed that the Algerian EFL teachers demonstrate some leadership skills but lack many of the concepts and components of participatory leadership such as cooperation and shared decision making. Although survey findings indicate that students generally consider their teachers as role models, their views and perceptions reveal that teachers tend to maintain control over many of the decisions and dominate in their classrooms. Data from the observation procedure reveal that the most recurrent practice teachers do is lecturing. They exercise direct rather than indirect influence. Interviews revealed that teachers tend to consider themselves as democratic leaders and open to dialogue, the fact that is not always reflected in their behaviours.

Undoubtedly, teachers need to develop as leaders and pass on leadership skills to their learners in order to empower them to become autonomous leaders who lead successful and productive lives.

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## **List of Abbreviations**

**ANQAAHE:** Arab Network of Quality Assurance Agencies in Higher Education.

**BEM:** Brevet d'Enseignement Moyen

**EFL:** English as a Foreign Language.

**FIA:** Flanders' Interaction Analysis.

**FL:** Foreign Language

**FL:** Foreign Language.

**JORA:** Journal Officiel de la République Algérienne.

**MENA:** The Middle East and North Africa.

**MNE:** Ministry of National Education.

**SL:** Second Language.

**SPSS:** The Statistical Packages for the Social Sciences.

**STT:** Student Talking Time.

**TEFL:** Teaching English as a Foreign Language.

**TESOL:** Teaching English to Speakers of Other Languages

**TTT:** Teacher Talking Time.

**UK:** The United Kingdom.

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## *Introduction to the Study*

## **Introduction:**

Leadership as object of study is particularly popular in fields such as psychology, neuro-linguistic programming, business management, military studies and other fields. Managers, businessmen, military commanders and other participants in these organisations are referred to as leaders and their behaviours are conceptualized and assessed as such by practitioners and scholars in these realms. In education, the concept has been less dominant in discussions. This is because rare are those people who consider educators as leaders, and even when they do so, most of the leadership literature however, focuses on the leadership of the headmaster or other administrators and very little on the leadership of the teacher or that of the students.

Leadership of the headmaster has had its fair share of study (Ruiz, 2005; Hoo-Ballade, 2005; Fenwick, 2006; Hume, 2007; Burns, Gwen, and Barbara, 2010; Carranza, 2011). But leadership skills such as risk-taking, creativity, and the ability to inspire and form a vision are mostly needed nowadays for both teachers and students if they are to face the challenges of the twenty-first century. Recently, a growing body of literature has considered the leadership of teachers and students (Dinham, 2007; Helterbran, 2010; Wetzler, 2010; Reveta, 2010; Douglas, 2011). Leadership is increasingly deemed one of the essential ingredients for professionalism in all teaching. It is currently considered as a key element contributing to the development of professional language teachers (Wilcox, 2003; Yost et al. 2009).

In fact, what has been mentioned particularly in business management may apply to teaching, parenting and all organizational behaviour. As far as the similarities

between them are concerned, we can speak of the school as an organization and the classrooms as smaller departments, with teachers as leaders and students as followers who have the potential to become leaders.

In EFL classrooms, the role of the teacher is not confined to teaching the language but he/she is also a source of inspiration, critical thinking, and autonomy building. The good teacher is the one who fosters closer relationships with his/her students, the one who shows the way and has the ability to deal effectively with discipline problems. The professional teacher solves conflicts in an effective way when people in his classroom clash. In fact, the list concerning the roles of the teacher leader is very lengthy. Teachers are more than just managers. Rather, they are leaders who go beyond managing and are able to inspire vision and trust, enthuse students, and lead by example. On the other hand, the teacher has to pass on this leadership to the students to produce future leaders. This leadership apprenticeship is, to me, one of the ultimate goals of education; leadership can be likened to job apprenticeship where the apprentice learns a skill from a skilled employer. Like professional apprenticing, leadership is a set of skills to be learned and it is through doing that the learner acquires these skills. In addition, the learners apprentice the skills by following a role model and an experienced role model in front of them. Thus, the leaders have the task of establishing a space of leadership apprenticeship by providing the opportunities for learners to practice leadership and share the decision-making closely monitoring their teacher's way of behaving and bearing, aiming at self-discipline and self-directed learning.

## 1. Context of the Study:

Educational objectives and practices have changed in Algeria with the recent reforms of (2006) and (2008). It was explicitly stated in the preamble of the National Circular (المنشور الوزاري) issued by the Ministry of National Education on 23<sup>rd</sup>, January 2008 that: "*Algeria has adopted the democratization of education...*"<sup>1</sup> (MNE, 2008:4), emphasizing that democracy is the first step towards citizenship. According the Ministry of National Education, "*the emergence of political plurality makes it a persistent need to introduce the concept of democracy in education. The goal is to infuse generations with the spirit of citizenship and all that goes with it, such as openness, tolerance and community service*"<sup>2</sup> (Op. cit.). The ministry adds that the recent reform aims at changing the behaviours and practices in administering schools and building competence of the different participants in education to match the expectations of the new generations. As mentioned in the official document of the MNE (2008), this reform was based on the recommendations of The National Committee for Educational Reform set up in 2000 following the directives of our President, Mr Abdelaziz Bouteflika.

According to Orientation Law (القانون التوجيهي) (2008), schools have the task of "*strengthening the values of Islam, Arabism, patriotism, and valuing the heritage of Tamazight*"<sup>3</sup> (MNE, 2008: 6, my translation). Schools have also the responsibility to provide spaces that develop autonomy and self-directed learning. These spaces should be characterized by freedom and openness to the outside world (ibid: 6). It adds that democratic education is not confined to generalizing education and the right of everyone for quality education, but in enabling the learners to "*unleash the fullest of*

*their potential equipping them with skills for life-long learning"* <sup>4</sup> (ibid: 14, my translation). The ultimate goals of schooling are stated as: "*forming a citizen of national identity, who believes deeply in the values of the Algerian society, and who is capable of understanding the world around him and is also capable of influencing that world without any complex*".<sup>5</sup> (Orientation Law for the National Education, 2008: 17).

As aforementioned, educational authorities started progressively to broaden the roles of schools and thereby the roles of educators. These new roles put more and more leadership responsibilities on the shoulders of the educators such as inspiration, risk taking and tapping higher thinking abilities if schools are to attain such enormous objectives as citizenship and autonomy. The 2008 Orientation law states also that the relationship between all school participants should be characterised by mutual respect, discipline and complying with rules and regulations<sup>6</sup> (MNE, 2008: 19).

On the other hand, the teacher is no longer seen as a passive recipient of the decisions from the school head. Rather, the school head is encouraged to make his/her leadership participatory and invite all stakeholders to take decisions in managing and leading the school.

An innovation in school management which emerged in 1997, was generalized in 2006. It is named the School Project (مشروع المؤسسة) (see appendix E). It is a shared vision that is created and communicated to all participants in the school. This project started to be mandatory in all Algerian schools by 2006. According to the ministry of education's new policy, all the school staff must meet at the beginning of the school

year and agree on a shared vision that is particularly designed for local needs and objectives (Appendix E).

Hence, the School Project was first introduced in educational management as a paradigm shift from the central administering of schools. It was deemed a pillar in the reforms that aims at developing and enhancing school administration and responding to modernisation demands (MNE, 1997). It was also clearly stated that the School Project is necessary to give a degree of freedom to the whole educational group to participate in creating the objectives and cooperating to achieve them. This idea was then refined with the ministerial circular (المنشور الوزاري) of 2006 (MNE, 2006). It became a mandatory element in school administration and accountability measures were established according to what is agreed upon in the school (ibid).

In the preamble of the booklet that started circulating in schools from 2006 onwards, mention was made of many necessities which have led to the introduction of working with school projects in schools at different levels. The objective was to make schools suitable places for infusing values and forming personalities in stress-free environment. In addition, schools must be open to debates and counselling among the different participants in school life (ibid: 6). The benefits of working with projects in schools are also to contribute in putting the learner in the centre of the learning process and to "*liberate initiatives and put accountability on the shoulders of everyone*"<sup>7</sup> (ibid: 4, my translation). All new objectives and regulations were explained in law n° 17, of the official document issued by the MNE on 6<sup>th</sup> June 2006 (Appendix E).

Moreover, new professional positions and ranks for teachers emerged following the reform. Every three years, three teachers are elected as representatives in the School Management and Orientation Council (مجلس التسيير والتوجيه) (Appendix F), and five teachers are elected every five years to represent the teacher body in the 'Joint Commission' of the province (اللجنة المتساوية الأعضاء). Teachers occupying these leadership positions participate in planning and managing schools and making decisions along with other administrators and get in return financial additions in their salaries. All these duties and roles acknowledge the leadership roles of the teacher within the school organization.

In the Official Journal of The Algerian Republic (Journal Officiel de la République Algérienne: JORA, issued on October 12<sup>th</sup>, 2008), in article 70, paragraph 1, section 6, mention was made of the new positions that teachers can take such as Head Teacher (الأستاذ الرئيسي) who coordinates with the other teachers who teach the same class or between teachers who teach the same subject. He/she also participates in training other teachers<sup>8</sup>. Chapter III, section I, article 141 of this official text (JORA, 2008) also mentions the new roles of the Coordinating Teacher in secondary schools and the Coordinating Teacher in middle schools<sup>9</sup>.

This shows that educational authorities are starting to perceive teachers as individuals who can go beyond their traditional role and participate in decision-making and develop with their colleagues. Such official documents of MNE are an indication of the government's tendency and willingness to more distributed leadership in educational settings and more shared decision making, acknowledging the teachers' responsibilities in managing schools to achieve excellence. It is also an indication that

leadership can be and should be learned by everyone including students in order to face the challenges of highly changing reality.

In this dissertation, the emphasis is on the leadership of the teacher who distributes his/her leadership to the learner. It is not, however solely confined to teachers in administrative positions and committees but to their entitlement to leading within the classroom. It is their everyday responsibilities and roles in addition to all the roles that they are playing and should play such as motivating, settling disputes and modelling an example for others to follow.

Teachers need to better see themselves as leaders and seek opportunities to develop as leaders. Their aim in the end is the sustainability of this leadership in empowering the students to become leaders on their own right.

## **2. Rationale of the Study:**

There is a considerable amount of arguments in the educational literature about the necessity of leading within schools and classrooms. This holds true in language teaching or is even more so because the vision and mission is a long-term complicated task: the acquisition of an additional language and being open to a new culture. Both leadership practices and perceptions are deemed highly important. The main reason that has led us to choose to investigate this topic is the lack of research on teacher leadership in both fields of general education and EFL. Little research examined the leadership of the teacher (Dinham, 2007; Helterbran, 2010; Wetzler, 2010; Reveta, 2010; Douglas, 2011). Second, leadership has been narrowly confined, for a long time, in roles and positions and not in behaviours. As previously stated, it is the leadership

of the headmaster that occupied the literature most, whereas leadership is mostly needed in teachers. In addition, it is the management model that has prevailed in the literature (Kounin, 1970; Anderson, Evertson, & Emmer, 1980; Plax & Kearney, 1990; Marzano, 2003). The teacher was mainly seen for a long time as a manager of the learning process and the means of learning. To me, both management model and confining leadership to the headmaster are very restrictive because learners need to be led not merely managed if we are to achieve excellence and cater for lifelong learning. What is needed are learners that can be reactive to the world, not just responsive to it.

So, we need to differentiate between managing and leading which are far from being synonymous. Management may be required for what has been called by Heifetz (1994) technical situations. Managers do technical work i.e. the sort of work that is done when the answer is known whereas leadership is adaptive work. In such cases what is required is risk-taking. Risk-taking is often defined as the extent to which people are willing to do something without being certain of the outcome (ibid.). Leadership tasks differ from management functions at this very level.

Indeed, both management and leadership are required. Management is required in any work and is a first step *"whether the material transmitted is a physical product, as in a manufacturing system, or information, as in a system primarily involved in communication"* (Morrison, 1985:101). The school as an organization is seen as a business where the product is learning and the process is communication which requires initially managing. Niyazi (2009) describes the efficient management of the classroom as *"influencing and motivating the students, making the students participate, gain the ability of communication, creativity, problem solving,*

*cooperating, preventing undesirable behaviours and obtaining the desired ones"* (Niyazi, 2009: 441).

Furthermore, the headmasters' job in schools is becoming more complex. Ballek et al state that it has been established that *"school leadership can no longer reside in one person"* (Ballek et al, 2005 cited in Searby and Shaddix, 2008: 35). Moreover, the leadership of teachers is more substantial for student achievements than the leadership of a school head (Leithwood & Jantzi, 2002 cited in Rupšienė & Skarbalienė, 2010: 67). According to Williams (2009):

*Reliance on the leadership of the principal alone is no longer viable if schools are to improve and sustain improvement. Leadership capacity is about creating conditions within the school for growth, self-renewal, and the development and distribution of leadership throughout the school organization.*

(Williams, 2009: 30)

Everyone has the potential and the right to work as a leader. As mentioned in most of the literature, leading is skilled and complicated work that every member of the school community can learn. It is all the more the case when it is teachers. Phelps emphasizes this fact by saying that *"all teachers possess the potential to become leaders"* (Phelps, 2008:122). The teacher is the one who has the influence and the leadership more than the school head. Some researchers emphasize that fact: *"classroom teachers have the greatest system influence"* (Muijs & Reynolds, 2001; Nye, Konstantanopoulos & Hedges, 2004; Robinson & Temperley, 2007).

The view of "a role-bound model" that depicts the principal as having the requisite set of leadership skills and teachers being passive recipients of directives (Helterbran, 2010: 364) has been criticized as inadequate by many researchers. Slavit

et al (2011) state: *"in long-held conceptions of leadership, a singular figure with charismatic and heroic qualities at the top of a hierarchy oversees the allocation of resources, builds and implements a vision, and makes decisions on behalf of the faculty and staff.."* (Slavit et al, 2011: 22)

Leadership is described as a desire, a right, a responsibility and an ability that teachers are entitled to: *"Teachers have the ability to see new possibilities and to create new opportunities which enables them to discover alternatives when options seem severely constrained and to find hope amid fear and despair."* (Bolman & Deal, 1997, cited in Potter, 2001: 120). Thus, many researchers and practitioners claim that leadership should not be restricted to the school head; teachers and other professionals also play important roles in leading instructional innovation (Smylie and Denny, 1990, cited in Stein, 2009: 82).

Headmasters lead, teachers follow is nowadays the hot topic in the educational management literature that proved to be insufficient. It is, however, high time we spoke of the teacher as a leader. Modern reforms recognize teachers' autonomy and the necessity of having teachers who are professionals. This study tries to suggest that leadership is neither the sole purview of headmasters nor that of the teachers. It is everybody's. Leadership should never be the monopoly of anyone. Anyone can lead be them headmasters, teachers and even students.

All in all, teachers and students are entitled to be leaders and nobody can dispute that. Education is the highest vocation for leadership (Masiulis & Sudnickas, 2007, cited in Rupšienė and Skarbalienė, 2010: 67).

### **3. Objectives and Significance of the Study:**

Leadership is becoming a more and more significant part of the teacher's professional profile. Recently, many researchers have been preoccupied with leadership of the teacher (Frost, 2008; Niyazi, 2009; Sharifah et al, 2010; Wetzler, 2010; Rupšienė & Skarbalienė, 2010; Douglas, 2011). Nonetheless, teacher leadership is still considered to be under-researched. In an effort to participate in closing this significant gap in the literature, we will try to explore this core requirement and its impact on the behaviours of the students.

The study may hopefully contribute to the expanding body of literature on teachers as leaders, and may be is a useful addition to the existing literature that treats teachers as leaders who empower their students to be on their own and to lead their lives and the lives of the people around them. This study incorporates theory and research from the studies on leadership in many realms in an attempt to *"articulate and amplify the views, experience and perspective of teachers on educational policy and practice"* (Frost, 2008: 347).

In a nutshell, we will investigate the relationships between the leadership conduct of the teacher and that of the led students. Such a study should give insights into the importance; the kind of training; and the social, cultural, and economic context of leadership in the Algerian secondary school setting. In addition, we will also try to determine the factors affecting this leadership apprenticeship and the challenges which face such an endeavour. It is my belief that if we help teachers develop leadership ability; their students would achieve more and be more successful individuals in the

future. This is besides gaining an effective management of the classroom and the curriculum.

#### **4. Research Questions:**

The study asks one main research question:

What leadership characteristics do Algerian secondary school teachers of English demonstrate in their classes?

With the following sub-questions:

- ✓ How is leadership distributed in the Algerian EFL classroom?
- ✓ To what extent is leadership enabled or constrained by factors such as: the curriculum, regional culture, gender ...?

#### **5. Definition of Terms:**

***Autonomy:*** The term autonomy is used to refer to the situation in which learners/ teachers rely on themselves, or as a capacity which the learners develop through a set of learning strategies aiming at fostering their responsibility. David Little defines learner autonomy as: "*essentially a matter of the learner psychological relation to the process and content of learning...a capacity of detachment, critical reflection, decision making and independent action.*" (Little, 1991:04).

***Democratic Education:*** The self-authoring way of knowing (Drago-Severson, 2011). In democratic education, students are encouraged to look for themselves rather than to be 'run by' and thereby they can generate their own philosophy (ibid.). This

clearly defines the rights of individuals to actively participate in the decisions that affect their lives (Katzenmeyer & Moller 2001, cited in Raffanti, 2008).

***Distributed (democratic) Leadership:*** There are multiple definitions of distributed leadership. It is an umbrella term for a wide array of terms that try to shed light on the democratic style: ‘shared leadership’, ‘parallel leadership’, ‘collective leadership’, ‘dispersed leadership’, and ‘participatory leadership’ (Frost, 2011:868) amongst other terms. Distributed leadership calls for the distribution of all manifestations of power between the different participants in an organization.

***Emotional Intelligence:*** a highly essential type of intelligence for leaders. It is *"the ability to perceive, integrate, understand and reflectively manage [your] own and other people's feelings"* (Tomlinson, 2004: xi- xii). Leaders by definition are able to inspire and enthuse. They have also high self-awareness and are thereby able to regulate their own emotions. It is this type of intelligence that makes them capable of solving conflicts in an effective way and deal with the followers’ emotions effectively.

***Empowerment:*** Empowerment is described as the opportunities a person has for power, choice, autonomy, and responsibility. It allows individuals to develop the competence to be responsible for their own growth and to resolve their own problems (Fenwick, 2006: 338).

***Leadership:*** Leadership involves a process of influence exerted by a leader on a group of people in achieving desirable ends (Bush and Middlewood, 2005). It involves risk-taking and innovation and ad hoc decisions.

**Management:** Managing is maintaining efficiently and effectively current organisational arrangements. The overall function is toward maintenance rather than change (Bush and Middlewood, 2005).

**Organisational Behaviour:** Is the study of individuals and groups in organisations (Schermerhorn et al, 2010).

**Power:** The ability, often through others, to cause an effect in nature, in other people, or in oneself (Fenwick, 2006: 783). It takes many forms such as force (physical or psychological), manipulation, persuasion, or authority (ibid).

**Teacher Leadership:** It includes teachers in positions as well as classroom teaching. It acknowledges teachers' contribution to schooling through leadership activities. According to Niyazi (2009): "*Teacher leadership can be described as taking over voluntary responsibilities during the educational processes and activities, forming independent projects, influencing his/her surrounding*" (Can, Niyazi, 2009: 436).

**The Pygmalion Effect:** named after a research published in Robert Rosenthal and Lenore Jacobson's (1960): *Pygmalion in the Classroom*. It is based on the belief that high expectations tend to be self-fulfilling prophecies. The aim is influencing teachers to subconsciously raise expectations for student achievement (Fenwick, 2006).

## **6. Structure of the Research:**

The study is divided into four chapters. The introduction states the problem, research questions and the objectives of the study. Chapter one is an overview of the

relevant literature on leadership in education. It sheds light on the significant aspects and concepts mentioned in the literature. It also probes the philosophical background of democratically leading when educating people and the philosophers and educationalists who called for considering teachers as leaders who lead democratically and dialogue openly with their students. Besides, mention will be made of the characteristics of teacher leaders and different leadership styles. The democratic participative style that guides this study is stated in detail and advocated. The teacher leader is viewed as a person who aims at empowering his/her students by giving them the tools to be autonomous and to be leaders on their right fulfilling the task of leadership apprenticeship.

Chapter two is a detailed presentation of the research methodology. It describes the participants and the settings and provides the rationale behind the selection of the approach and the sample. The analysis of the questionnaire results will be presented in chapter three. The chapter concludes by a summary that compares the findings of the different research instruments used.

Finally, in chapter four, we try to provide answers to the research questions and discuss the implications of the findings to teaching policy and practice. We conclude by a report that combines our understanding of theory and previous studies with the results of this research, offering recommendations and suggestions for future research.

- 1 " .. إن الجزائر قد تبنت مبدأ ديمقراطية التعليم ومجانيته وإلزاميته.. "
- 2 " إن ظهور التعددية السياسية التي تفرض على المنظومة التربوية إدراج مفهوم الديمقراطية وبالتالي تزويد الأجيال الشابة بروح المواطنة وكل ما ينطوي عليه هذا المفهوم من قيم ومواقف التفتح والتسامح والمسؤولية في خدمة المجتمع .. "
- 3 " ..يتعين على المدرسة المساهمة في إدامة صورة الجزائر، باعتبارها أرض الإسلام وجزءاً لا يتجزأ من المغرب الكبير، وبلدا مسلما عربيا أمازيغيا.. بل ويجب على المدرسة غرس الروح الوطنية في أطفالنا وترقية وتنمية الإحساس بالانتماء للجزائر والاخلاص لها وللوحدة الوطنية ووحدة القطر الوطني."
- 4 " يتعين على السياسة الوطنية للتربية التي يتضمنها مشروع القانون الحالي، دعم ديمقراطية التعليم التي يجب ألا تتوقف عند مفهوم التعميم... بل يتعين إشراك البعد النوعي الذي يسمح بمواصلة السعي لتحقيق الهدف الرامي إلى الوصول بكل متعلم إلى أكبر قدر ممكن من إمكاناته.. "
- 5 " ترمي التربية إلى تكوين مواطن مزود بمعالم وطنية أكيدة، و متمسك بعمق، بقيم المجتمع الجزائري وباستطاعته فهم العالم الذي يحيط به والتكيف معه والتأثير فيه والتفتح بدون عقدة على العالم الخارجي."
- 6 " تنص مختلف المواد على واجب الاحترام المتبادل بين التلاميذ والمدرسين و إلزامية التلاميذ في الامتثال للنظام الداخلي للمؤسسة والقيام بالأعمال المسطرة والتحلي بالمواظبة واحترام الوقت والسيرة الحسنة واحترام قواعد الحياة المدرسية."
- 7 " .. يهدف مشروع المؤسسة إلى تحرير المبادرة وتحميل المسؤولية لكل الجماعة التربوية."
- 8 " زيادة على المهام الموكلة إلى أساتذة التعليم الثانوي ، يكلف الأساتذة الرئيسيون في التعليم الثانوي بالتنسيق في المادة أو القسم وبشركون في تأطير عمليات التكوين التحضيري والتطبيقي وفي أعمال البحث التربوي التطبيقي.."
- 9 "تطبيقاً لأحكام المادة 11 (الفقرة الأولى) من الأمر 03-06 المؤرخ في 15 يوليو 2006، يتحدد مناصب تنسيق التعليم المتوسط والثانوي .."

*Chapter One:*

***OVERVIEW OF STUDIES ON LEADERSHIP IN EDUCATION***

## *Chapter One:*

### ***OVERVIEW OF STUDIES ON LEADERSHIP IN EDUCATION***

#### **Introduction:**

This chapter presents a literature review of pertinent research. It tries to put the concept of leadership into educational context claiming both teachers' and learners' entitlement for leadership. It, thus, presents specific paradigms of leadership mentioned in the literature. After that, the main sources of leadership styles namely teachers beliefs concerning the students' nature will be discussed.

The model advocated in this study is democratic distributed leadership (Spillane et al, 2001). The paradigm that calls for both teachers' and students' entitlement for leadership. It states the philosophical trends that call for democratic education. In fact, democratic education is deeply rooted in the philosophy and policy of education especially in western circles. It has been historically advocated and debated by Western philosophers and educationalists. Hence, we deem it necessary to refer to philosophers of enlightenment liberalism and critical theorists who called for democratic education and humane relationship between the teacher and the learner.

#### **1.1. Leadership in Educational Literature:**

Many scholars believe that leadership is one of the most important factors if not the most important element that an organization must possess in order to be successful in today's global environment (Kotzian, 2010:162). This holds no difference for educational organizations. Leadership is seen as central and essential for change, improvement and performance of all organisations, including schools (Dinham, 2007:

263-275). Leadership has gained interest in many realms ranging from psychology, neuro-linguistic programming, to business management and military studies amongst other fields. This is why leadership is among the most researched areas in the humanities.

## **1.2. Teacher Leadership:**

As aforementioned, for a long time, most of the concern was managerial in nature. Educationalists simply content themselves with the skills that do not take the learner very far in a changing and highly challenging world. Nonetheless, being a teacher leader means encouraging the learners to develop and acquire strategies of different types, which will in turn maximize their ability to learn inside and outside the classroom.

There are numerous reasons why teachers are entitled to be leaders. The word educator itself means in Latin a leader. The term comes originally from the Latin word "*educere*" or "*educare*" that means to lead (Concise Oxford English Dictionary (2006)). In fact, the teacher was perceived for a long time in history as a leader. In the Arab culture, the teacher has always been a source of influence, as the old Arabic saying goes "*the teacher is almost a prophet*". The teacher is close to be a messenger for the roles he/she plays and the amount of influence and inspiration he can leave on his followers (students). It is only in modern days that teachers lost this appellation. Bolman and Deal (1994) invite us to think of leaders who have influenced our lives:

*Teachers are among the most important leaders [in America]. Ask a random sample of adults to name the most important leader they have known*

*personally. Many will immediately talk about a caring and gifted teacher who inspired them in a life-changing way. (Bolman and Deal 1994: 9, cited in Potter, 2001)*

On the other hand, the teacher possesses, according to French and Raven (1960) cited in Richardson (1999: 83), five types of power relationships, all of which can be found in a classroom:

1. Reward power, based on a student's perception that the teacher can dispense rewards (such as grades or recommendations) for performance or behaviour;
2. Coercive power, based on a student's perception that the teacher can punish poor performance or behaviour;
3. Legitimate power, based on a student's perception that the teacher's status or title authorizes the teacher to make and enforce rules;
4. Expert power, based on a student's perception that the teacher has special knowledge and experience;
5. Referent power, based on the student's desire to emulate the teacher and thus share the teacher's power.

In addition, teachers are most of the time involved in managing uncertainty. It is common knowledge for teachers that they function in situations where there are no ready-made recipes and no one-size-fits-all. In the face of ambiguity and the illusive social nature of the classroom, creative ad hoc decisions and risk-taking are required. Predefined rules do not apply in those situations of uncertain circumstances such as the cases of struggling students, violent students, and those living psychological traumas, students of special needs or demotivated ones.), in

addition to dealing with sensitive issues in class such as cultural values, politics, personal issues and relationships, financial issues..etc. Teachers, as leaders, must learn to diagnose students' behaviours quickly and adjust to shifting circumstances. In the same vein, Richardson (1999) emphasizes that looking for new ways of doing things, and risk taking is the main preoccupation of teachers and even learners:

*Students are faced continually with unfamiliar observations and ideas and are expected to alter their worldview in consequence. Learning therefore involves risk. Values that we associate with learning beckon students away from the safety they feel in ignorance. A teacher, then, has leadership tasks. One is the constructive work involved with helping willing students to resolve their discomfort by applying their self-discipline and capable minds to learning.*

(Richardson, 1999: 77)

In addition to the managerial tasks i.e. getting the work done, teachers need to guide others towards their peak achievements (Potter, 2001). The desired outcome is not simply putting learners into the same mould but bringing in them the best of what they can do.

Moreover, teachers need other significant leadership characteristics such as charisma (honesty, reliability, intelligence, ability to communicate...), the possession of a vision (ability to create appropriate persuasive guidelines for future), and the ability to motivate students and colleagues to participate in various activities and to fulfil works and tasks as creatively as possible. These characteristics are obviously required of any professional teacher (Rupšienė and Skarbalienė, 2010: 70).

This leads us to the question of whether we deem teaching as a profession or simply a job. If we consider teaching as a profession, then, we no longer see the

teacher as a manager who does his/her job according to pre-determined plans. Rather, teaching as a profession requires growth, reflection and adaptability and it involves risk-taking and experimenting (Barth, 2001; Danielson, 2006; cited in Phelps, 2008). Thus, management is no longer adequate of teachers and leadership is a pre-requisite. Hoyle emphasized the idea of the teacher being "*innovative at the classroom level*" and acting as a "*champion of innovation among his colleagues*" (Hoyle, 1986, cited in Frost, 2008: 344).

In sum, the classroom is an adaptive environment and managing people in education is a highly complex task which requires innovation and taking risks on the part of the teacher. In many instances, teachers find themselves working with struggling students and management falls short in dealing with these problematic situations. Thus, emphasis in this dissertation is on leaders who go beyond the traditional managerial roles. The purpose is to find out whether this kind of teachers exists in the Algerian secondary school, and if it exists, what are the considerations and challenges that face such an endeavour? Another reason is the underemphasized and almost neglected teacher leadership in the literature. Researchers, when dealing with educational leadership, tend to speak of the leadership of headmasters and other people who administer the school. Few are those people who consider the teacher as a leader. Not only that, but, fewer are the teachers who consider themselves as leaders.

In addition to the leader's ability to resolve conflicts by monitoring students' behaviour and handling inappropriate ones, the teacher leader creates standards of excellence and then sets an example for others to follow (Kouzes & Posner, 2002:4). Teacher leaders encourage learners not simply to recall information but to pose problems and solve them, to think critically; fostering self-confidence and building autonomy and high self-esteem. A true leader *"has the required ability to build trust and develop rapport and skills and confidence in others."* (Searby, and Shaddix, 2008: 36). Leaders are required because they establish the principles and the goals that should be pursued. This is more often than not needed in the twenty-first century.

Katzenmeyer and Moller (2001) similarly argue that *"it is teachers who represent the largest group of prospective leaders because they are the ones who can best serve as the real change agents for school improvement"* (Katzenmeyer & Moller, 2001).

In their article: "Awakening the Sleeping Giant", Katzenmeyer and Moller (2001) describe teachers as "sleeping giants"; they are neglected leaders who have not had their fair share of interest and research. Research in teacher leadership tries to awaken those giants so that they do their gigantic work.

Previous studies that shed light on leadership of the teacher include the qualitative study by Muijs and Harris (2006). It focuses on the work of teacher leaders in the UK and highlights salient aspects of quality instructional leadership such as shared decision-making, collaboration, active participation, professional learning and active leadership (Yost, Vogel, and Ling, 2009). They proved that leadership resulted in school improvement and effective management. Another study that shed light on

the impact of the leadership of the teacher in the field of English language teaching is the unpublished doctoral dissertation done by Sams (2010). The data were collected through personal interviews with two focus groups, and an online survey of 241 TESOL teachers. The study concluded by ten leadership practices required of TESOL teachers: 1) collaborating, 2) listening and employing effective communications skills, 3) building relationships, 4) serving others, 5) encouraging others, 6) modeling/acting as a role model, 7) using influence to benefit others, 8) mentoring, 9) communicating and implementing a vision, and 10) learning. The study also categorized the purposes of teacher leaders into four purposes: sharing, empowering, serving, and learning.

In a context closer to the Eastern culture, Niyazi emphasized the necessity of having teachers who play leadership roles in Turkish schools. He tried to find out whether Turkish teachers demonstrated efficient management of the classroom and go beyond managing to leading. The study concluded that teacher leadership led to influencing and motivating the students, making them participate, and gain the ability of communication, in addition to creativity, problem solving, cooperating, preventing undesirable behaviours and obtaining the desired ones. The study also indicated that school culture affects the demonstration of such skills. The problem of teacher autonomy, i.e. the teachers being deprived from the frank authority to innovate and take their own decisions, played a major constraint in teacher leadership. Thus, the study called for more inclusion of teachers in developing programs and objectives.

Some Arab educationalists also spoke of teachers' entitlement and ability to lead. The Arab Organization for Education and Culture in 1998 has issued: "*a strategy for teaching development in the Arab world*" that stated new roles for the educator

namely: a motivator, orienting students towards good conduct, having and developing vision, infusing values, equipping learners with skills, linking what is learnt to reality, having the skills of dealing with people... etc. (Almanifi (المنيفي), 2009).

Teachers can and need to play leadership roles and nobody can dispute that. Teachers do not simply impart knowledge into the brains of empty vessels. Their profession takes more than that. The following figure shows the teachers entitlement to leadership by doing more than managerial roles:

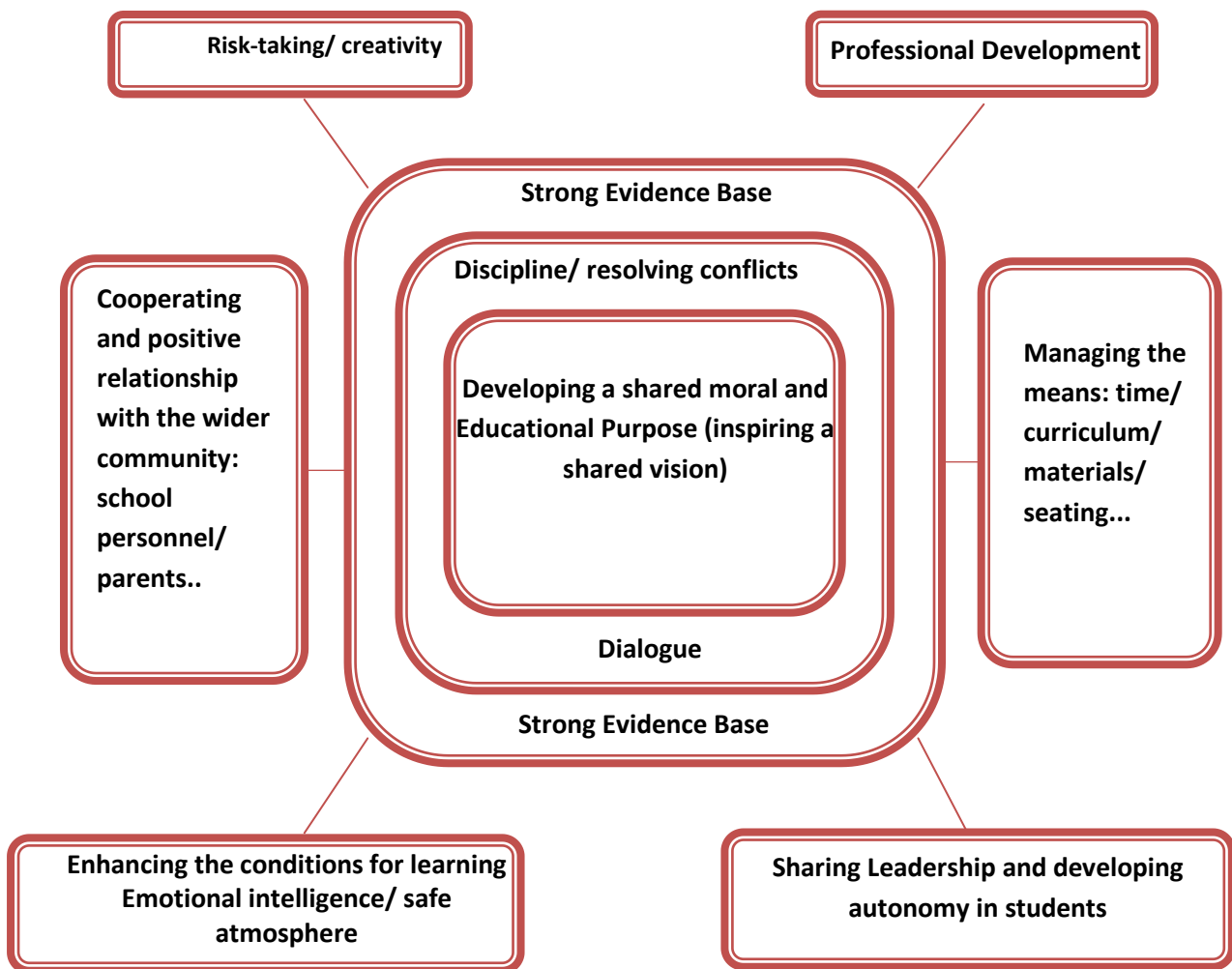


Figure 1-1: Teachers Leading Learning (adapted from: Dempster, Robson, & Gaffney, 2011: 154)

### **1.3. Paradigms of Teacher Leadership:**

Leadership is highly multidimensional. Multifaceted typology of leaders has emerged and is emerging in the management literature and other fields. Most of this typology falls in the spectrum of three categories: the autocratic (authoritarian), democratic (participative), laissez-faire (delegative).

#### **A) Autocratic:**

Authoritarian teacher leaders maintain complete control over their students and determine their course of behaviour. They refrain from sharing power lest they lose it. It is rooted in their belief that their survival depends on them being in total control. Heteronomy- which is the situation when the other takes control over one's decisions- prevails in this paradigm and strict punishment and close control is applied. Authoritarianism is also rooted in the classical perception of leadership that sees domination of one eminent person or an elite group of persons giving orders to others or, perhaps, manipulating others. Leaders under this paradigm do not communicate objectives openly and followers are expected to follow orders often without questioning (Mazurkiewicz, 2011).

This leadership style has had most of the criticism. Highly directive teachers are said to develop negative feelings in the learners (Moskowitz, 1982: 20). Copland (2003), on the other hand, refers to this type of leadership as ineffective: "*Top down leadership falls short of effecting the systemic , meaningful reform necessary to meet the needs of students in the new and challenging world they will face*" (Copland, 2003 cited in Helterbran, 2010: 364).

Unfortunately, the domineering conduct has been the practice of most of the teachers for a long time. Many autocratic practices have been accepted of teachers as the norm. People often judge a good teacher from a bad one from the amount of control he/she exercises over the classroom. But, this is much more the job of the policeman rather than the teacher. According to Bailey & Allwright (1996): *"it is usually considered normal for the teacher to "run the show", make many of the managerial decisions about who should talk to whom on what topic, in what language and so on"*. (Bailey & Allwright, 1996: 19). However, Teachers who make complete decisions about classroom management are in Bailey and Allwright's view *"professionally irresponsible"*. The motto by which these teachers work is: *"I taught it, so if they didn't learn it that is their problem"* (Williams, 2009:32). Teachers ought to be "guide on the side," not a "sage on the stage" as described by Richardson (1999). An effective leader prefers to develop the community's ability to make its own decisions (Richardson, 1999: 77).

## **B) Laissez-faire:**

The teacher in this style performs very little leadership behaviour at all. This style has also been criticized because of the psychological absence of the teacher. The teacher in this style steps back leaving the space for the students to work independently. It is a state in which the concept of a single, central leader is redundant. Followers are believed to be capable of self-management and self-improvement and do not need permanent, formal leadership. In addition, in a secondary school context, adolescent learners are too young to be given that amount of freedom and autonomy.

According to most of the studies, both authoritarian and laissez-faire leadership have never been ideal for educational settings (*see* Williams, 2009; Richardson, 1999; Bailey & Allwright, 1996; Yost et al, 2009...).

### **C) Democratic/ participatory:**

The most researched and also the most advocated leadership style is the democratic/participatory one. Democratic teachers treat learners as capable of making their own decisions about language learning. Their classes are characterized by friendlier communication and lesser tensions and lessons are seen as a co-production of both the teachers and the learners. The apprenticeship of leadership successfully takes place with this type of leaders as students has the opportunity to take responsibilities, take decisions and experience leadership. This style will be stated in detail in subsequent sections.

## **1.4. Teachers Beliefs and Leadership Styles:**

Beliefs, values and attitudes are very important and explain many of the practices of people. The teacher's attitudes in approaching his/her learners can be attributed to his beliefs. For instance, a teacher's fear from losing power if he/she shares it with learners or his/her belief in students' inability to take responsibility can result in an authoritative behaviour.

As far as power in the classroom and leadership are concerned, teachers' beliefs are of two major belief systems: theory X management assumptions and theory Y management assumptions. The two belief systems were developed by McGregor (1960) cited in Fenwick (2006). Teachers hold beliefs that oscillate between

autonomy support to control. These beliefs are based on their views of the human nature. Some teachers believe people as inherently disciplined and motivated and hence do not need close control. Whereas some others believe in the need of close control and strict discipline.

Theory X Management Assumptions about human nature can be summarized as follows: (a) most people inherently dislike work, (b) most people want to avoid responsibility, (c) most people have little ambition for themselves, (d) most people prefer to be led, (e) they have little ability to solve problems, (f) they consequently require close control to prevent mistakes and prohibit loafing. As a result, in theory X, teachers believe that students cannot be truly trusted and thus must be coerced, controlled, directed, and threatened with punishment to get them to put forth effort necessary to accomplish the objectives (Fenwick, 2006).

Leaders who create positive democratic relationship are called by McGregor as Theory Y managers. Theory Y Management Assumptions can be put briefly as: ( a) work can be enjoyable as play, (b) most people want to accept reasonable levels of responsibility, (c) most people have strong goals for themselves, and seek organizations that will help to fulfil those goals, (d) most people like to lead occasionally, (e) most people are good problem solvers, (f) most people require no policing or close control by the organization, (g) most people can be autonomous and independent, and have the capacity to engage in creative acts using imagination and ingenuity. Teacher's conduct in this case is more humane and sensitive and more freedom and initiative is allowed in his /her classes.

This is known in leadership as the "Pygmalion Effect". Teachers' expectations and assumptions tend to become self-fulfilling prophecies. Most of the time, leaders tend to get what they expect of their followers and followers feel the need to reciprocate what they get. If they receive trust they reciprocate trust and vice versa (BenShahar, 2006). We adapted the following diagram from BenShahar (2006) to clarify the spiral that beliefs result in:

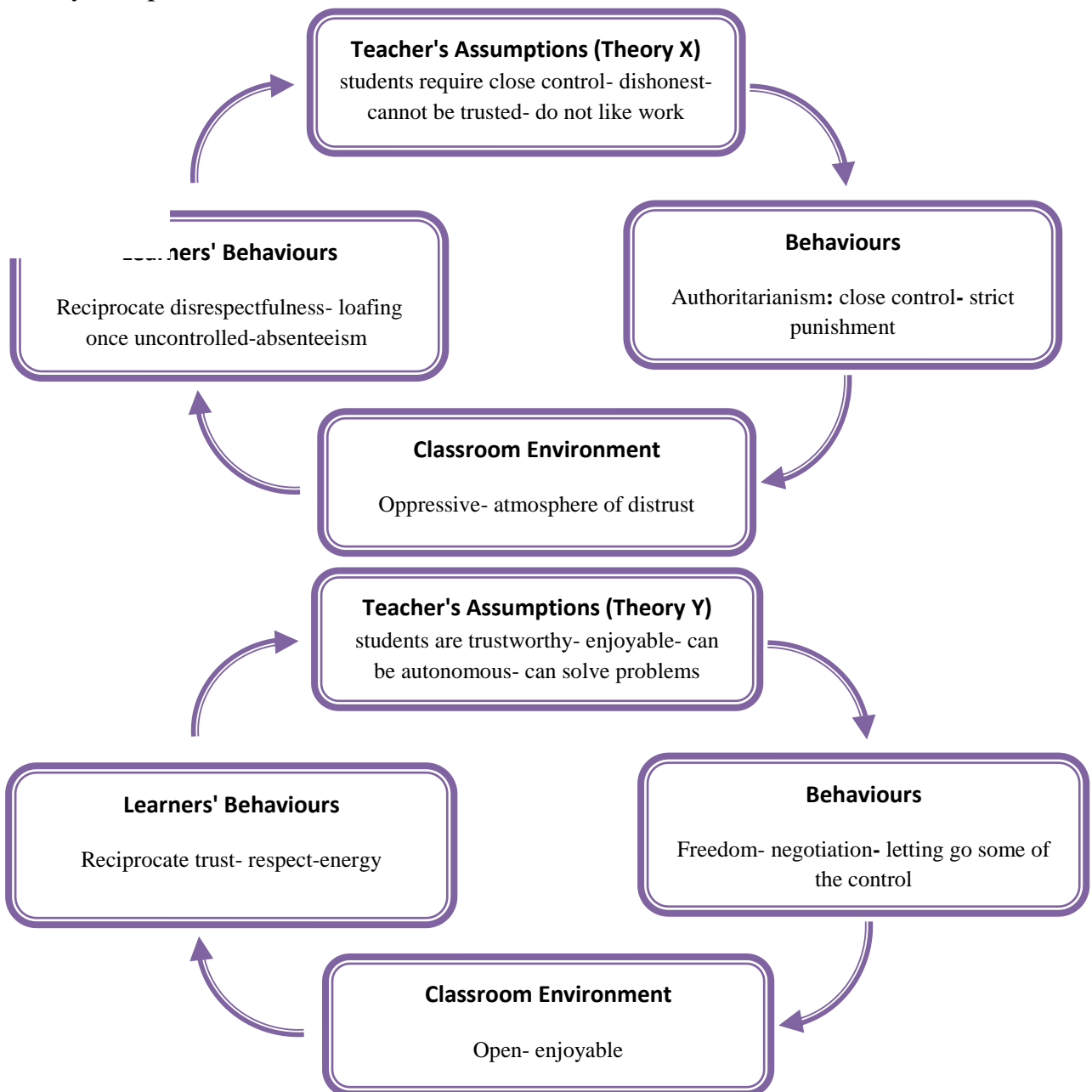


Figure 1-2: Theory X and Y in the Classroom (adapted from BenShahar, 2006)

## **1.5. Philosophical Background of Democratic Education:**

The call for a democratic education and participatory leadership did not come out of the blue. It is deeply rooted in philosophy particularly in enlightenment liberalism with Jean Jacques Rousseau, John Locke, Descartes, and John Stuart Mill, and with more contemporary philosophers such as Dewey, Ivan Illich, and Paulo Freire. But, this all started in the old democratic societies.

### **A) Ancient World Philosophy:**

Although democracy and participatory leadership were not defined as they are today, the cradle of the concept was in Ancient Greek philosophy. Education was seen as a means for good citizenry. The ultimate objective of it was to produce capable citizens, and come to the kind of knowledge that was necessary in order to be autonomous or truly self-governing. Nevertheless, children in their view needed to be disciplined.

Aristotle (384-322 BC) said that freedom can and should be advanced through systematic control of what children are exposed to, the games they play, the stories and music they listen to, and the practices they engage in. Similarly, Plato (427-347 BC) argued that it is better for everyone to be ruled by divine i.e. unerring reason, preferably within himself and his own, otherwise imposed from without (Ryan & Lynch, 2003).

In a deviation from the disciplined model of Greek philosophers, the Roman orator Quintilian (c.35-c.90) criticized imposing learning rather than cultivating it from within (Ryan & Lynch, 2003). He advocated internally motivated learning and recognized that learners of different ages have distinct needs and interests, and held

that curriculum and methods should be tailored accordingly. He also devised a more humane conception of motivation, de-emphasizing the use of corporal punishment common at that time. He highlighted instead the importance of making learning interesting and attractive (Op cit.).

**B) Enlightenment Liberalism:**

Democratic trends to educating were more eminent in Enlightenment Liberalism. Philosophers at that time spoke of the necessity of more open styles and democratic authorities to educating people.

John Locke criticized the pedagogy of relying on rules and duties enforced by corporal punishments and material rewards. He called for reliance on example, habit, freedom, and play, supported by rewards and punishments of praise and blame. Locke's method thus educated children to become neither slavish nor domineering but good citizens of a liberal polity (Schmitter, Tarcov, & Donner, 2003:81).

John Stewart Mill, on the other hand, considered that educational goals are heading towards educating and socializing autonomous persons of individuality and responsible democratic citizens. Memorization of facts without critical understanding is detrimental in his views. Mill's Enlightenment liberalism focuses on democratic ends of educating people (ibid, 2003: 86-89).

A similar argument was presented by Jean-Jacques Rousseau (1712-1778) and John Dewey (1859-1952). They set the ground for what is known now as participatory democracy. Rousseau sees classrooms as democratic communities with significant control over their internal affairs, such as their curricula and rules of conduct. To him, education must not only preserve freedom and preclude any form of dependency,

including economic dependency, but must induce citizens to adopt the "general will" as their own. The central problem of all Rousseau's thought is the pursuit of a form of non-authoritarian educative authority which will *"make men what they ought to be"* (Riley and Welchman, 2003: 94- 98). Rousseau concludes: *"Since no man has natural authority over his fellow men, and since might in no sense makes right, convention remains as the basis of legitimate authority among men"*. In educating a child, Rousseau advises the tutor to: *"let him think he is master while you are really master."* (Rousseau, 1962b, Rousseau, 1910, cited in Riley & Welchman, 2003: 101).

In his writings (1904, 1916a, 1939b), Dewey defined education as an inherently social activity, whose principal aim is to prepare students to become more capable learners in the future. He believes that:

*Communication is what holds a democracy together. The process of people discussing their individual and group desires, needs, and prospective actions allows them to discover their shared interests in the consequences of their actions. This is what generates "social consciousness," or "general will," and creates the ability to act on collective goals. It is this process of communication and deliberation over collective goals that constitutes a democratic public.* (Jenlink, 2009: x)

Dewey urged teachers to teach not "ready-made knowledge," as he called it, but a method that would enhance moral reasoning. According to him, this requires most of all a democratic educating style. Educational leaders, whose practice is defined by democratic ideals and translated into action, treat and interact with students, and colleagues as democratic citizens:

*Leadership will be that of intellectual stimulations and direction, through give-and-take with others, not that of an aloof official imposing,*

*authoritatively educational ends and methods. . . . to give others intellectual and moral responsibilities, not just for ways of setting tasks for them ... inspiring others with enthusiasm . . . for the function of intelligence and character in the transformation of society.*

(Dewey, 1935 cited in Op cit. : 15)

A leader must provide challenges through leadership practices and democratic conventions for the other: student/teacher in an effort to learn self-awareness, to learn what it means to be wide-awake and what one's responsibilities are (ibid.).

In the 19<sup>th</sup> century, Russell (1872–1970) called for an education that would liberate children from unthinking obedience to parental and religious authority. He was among the first to call for critical thinking skills. According to him, students needed to be trained to form opinions, find solutions to problems, and to be able to identify and question assumptions (Fenwick, 2006:890).

### **C) Critical Theorists:**

In the same vein, contemporary philosophers, be they neo-Marxists or liberalists, such as Paulo Freire and Ivan Illich took the lead and spoke of democratic educating styles.

In his book, *"Pedagogy of the Oppressed"*, the educational theorist, Paulo Freire (1970) calls for the restoration of the humanity of participants in education and speaks of two types of educators: Bank-clerk teachers as opposed to humanist revolutionary educators. Bank-clerk teachers are criticized for not being participatory and dialogical through problem posing and solving. For him, real education is

developing human capabilities, dialogical processes, and encouraging critical and creative thinking and thereby liberating students from oppression.

Banking educators are not democratic because traditional education consists of the banking of knowledge without empowering the learners with the most important skills of critical and independent thinking. He criticizes the pedagogy of the oppressors who use material that is alien to the existential experience of the students. Their paternalistic treatment of the oppressed almost always manifests itself in the form of false generosity. This is demonstrated in the fact that knowledge seem to be a gift bestowed by those who consider themselves knowledgeable.

He describes the banking concept of education as a 'filling verbosity' that lacks creativity. The focus is deliberately on memory rather than experience to increase passivity in the oppressed. Students are asked to memorize mechanically the narrated content. *"The more meekly the receptacles containers permit themselves to be filled the better students they are"* (Freire, 1970:53). The content in this case is 'ready to wear' that is suffering from narration sickness as he describes it. The curricula is geared towards producing the model of the 'good man' according to personal political views to fill the students' submerged consciousness with slogans and take advantage of that passivity.

The alternative is to be a problem-posing educator. Freire (1970) calls for committed involvement and not pseudo participation. The educator has the responsibility to change not only children's academic prospects but life prospects. Teachers must take into account their students' behaviour, their views of the world and

their ethics as transformers of the world. Educating people is a dialogue and communication.

Liberating education consists in acts of cognition not transfer of information. It is only through dialogical spirit that students develop as autonomous individuals. It is not something we do for the students but with them in a way that challenges established social hierarchies, discrimination and prejudiced thoughts and perspectives, and all forms of alienation, oppression, and subordination. Democratic leadership, in this case, is the task of dialoguing the views with students to empower people to become the masters of their thinking.

All in all, these philosophers emphasize the importance of teaching about democracy and civic society and arguably walking the talk i.e. teaching in a democratic style in a democratic atmosphere.

#### **1.6. Teacher Leadership: The Perspective of Arab and Muslim Educationalists:**

Similar to the educational research conducted by European and American scholars, research in the Arab and Muslim world concerning educational leadership concentrated more on headmasters and management than on leadership.

According to Fatt Hee Tie (2011), Malaysian educational research circles put most of their interest on the leadership of school administrators. He states that until recently, leadership was always associated with central control, school administration, supervision and classroom management that has marked the region's long history of traditional education systems and focused mainly on indoctrination and efficient knowledge transfer to the learner.

In his research, Al-Barwani (2011) claims that the MENA (Middle East and North Africa) region has embarked on large-scale reforms to develop leadership for learning, and that pre-service preparation of teachers have incorporated this element in those programs. Notwithstanding, she also speaks of the chains of centralized educational policies. She concludes by calling for *"interest and motivation to make a big shift from the conventional teacher-dominant environment to one that promotes learning for all"* (Al-Barwani, 2011:107). In an effort to answer the question 'How far have we come?', Al-Barwani indicated that the MENA region is on the right path yet she acknowledged obstacles to be overcome (ibid.).

In the case of Morocco, educational authorities there have engaged in a package of 27 reforms called the emergency program of 2008 aiming at: *"promoting and democratizing preschool education, improving school life and promoting excellence"* (Ezzaki. A., (2011).

According to Zidan (2011), the Egyptian context suffers from the same chains. Teacher-centred practice has always been the practice in most of the Arab countries. The dominant pattern has mostly been lecturing. He criticizes this paradigm that depends on rote-memorization and reciting information instead of thinking, reflecting, doing, and experimenting with things in a relaxed but demanding learning environment. According to Zidan (2011), this can be attributed to the absence of democracy and a lack of participation of students, teachers, and stakeholders in decision making. He adds that the predominance of bureaucracy at different levels of administration, with seniority as the most important qualification for promotion is what led to the status quo. Nevertheless, senior teachers in Egypt participate in a way

in managing schools in addition to the appearance of new concepts in educational literature such as “vision,” “mission,” “school goals,” “self-assessment,” “improvement plans,” “team work,” “active learning,”.. among others (ibid. :1018). But, the effort is described as not sufficient. Zidan (2011) calls for more democratic, efficient, and decentralized way of managing schools and classrooms.

### **1.7. Distributed Democratic Leadership in Education:**

My study focuses on democratic and participative leadership practice where decisions, responsibilities and objectives are shared to allow learners to apprentice leadership. It is this leadership style that is most advocated in most of the literature. For the purpose of this study, we have chosen the model of shared decision-making and Distributed Learning, a model that is caring and ethical in nature (Gwen and Martin, 2010) that aims at empowering the followers (here, the students).

The term distributed leadership according to Spillane *et al* (2001) implies the sharing of authority among administrators and staff. In our case the distributed leadership in a classroom setting implies the sharing of authority among the teacher and the students.

From a distributed perspective, leadership involves mortals as well as heroes. It does not necessarily take a person in a position to be a leader and everyone is entitled to be leader. Leaders in families, classrooms and other small organizations are referred to in the literature as the quiet leaders. They are the leaders who are not necessarily in the limelight. They are, however, changing their realities and the realities of other people, and this is arguably among the most difficult leadership positions.

There can be many leaders, and distribution of leadership is desirable (Dinham, 2007). Educationally speaking, distributed leadership is a leadership for all that acknowledges both the leadership of the teacher and that of the learners. This model recognizes and involves the many and not just the few. In a nutshell, leadership practice is about interaction and not just the actions of heroes in roles and positions (Spillane 2006, cited in Frost, 2008: 343).

Teachers have to pass the torch of leadership on to their students by letting go some of their control. Distributed leadership underlies the definition of teacher leadership that is proposed by Katzenmeyer and Moller (1996) cited in Townsend & MacBeath (2011), which includes extending leadership practices to include others in the decision-making process. The relationships in the classroom are based on lateral as opposed to top-down decision making. The power structure in this case is flattened with horizontal relationships and power being distributed to multiple individuals acting as leaders (ibid).

In this paper, we would extend decision-making to students who are entitled to participate in the process if they are to be autonomous and potential leaders. This can be done by allowing adequate involvement in decision-making and giving the students some control over many tasks either individually or in group work. By this doing, their knowledge and expertise will grow and deepen.

In the distributed form, everyone in the school is trusted and expected to bear the *"burden and pleasure of leadership"* (Helterbran, 2010:364). Leadership is a burden, that is a fact; but it is a pleasure, that is another fact. If we are to be egalitarian,

we have to ensure every participant the duty to bear that burden and the right to experiment that pleasure.

### **1.8. Advantages of Distributed Teaching Style:**

If we are to ensure the win-win state, where teachers alleviate the burden and students experience responsibility, we have to distribute authority. David et al (2010) assures us that when teachers and principals share leadership in a school, both the adults and students win (David et al, 2011: 20). This holds always true when both teachers and students share leadership in the classroom. The reasons behind this lie in the questions of what we can call: feasibility and sustainability and improved outcomes:

- a) **Feasibility:** This is because leading and managing classrooms is too complex and demanding a task to be fulfilled by a single figure. Leadership tasks consume more energy than a sole leader can possibly provide in a school/classroom (Lovett and Andrews, 2011).
- b) **Sustainability:** Shared leadership guarantees sustained leadership. The shared leadership ethos also draws the students into leadership for learning (Frost. D, 2008:343). Learners can lead their learning and their lives when and if the teacher is not around. Like parenting, the goal is the autonomy of the learner who is equipped with the tools to continue his/her endeavours in life.
- c) **Improved Outcomes:** The consequence of such an endeavour is said to be highly fruitful. Leadership proved to improve educational outcomes in many studies. According to Sergiovanni (2006), the more leadership is cultivated in a

school, the more likely it is that everyone will get a chance to use their talents fully and assert themselves, and the more committed everyone is likely to be (Sergiovanni, 2006, cited in Williams, 2009:32).

Moreover, the self issues namely: self-esteem, self-confidence, self-efficacy, and self-worth are crucial aspects and are allowed to grow but in the distributed democratic style. Learners would be more open and more outspoken in a classroom climate that allows for risk-taking and innovation. This is because they know that if they fail or commit mistakes or try new things, they will not be punished. There is more psychological safety under good leaders. If students are allowed to take the proper risks, they are likely to assert themselves and form a better self-image.

On the other hand, the model offers participative roles for both the teacher and the learners more than just performing traditional responsibilities. Barvydienė and Kasiulis (2003) mention the concern about active work of groups, rising group aims, revising, the knowledge of advantages and disadvantages of team members, the delineation of working spheres and communicational channels, all of which is realized through nonaggressive realization of authority and participative decision-making. (Barvydienė and Kasiulis (2003) cited in Rupšienė and Skarbalienė, 2010: 70).

According to Kouzes and Posner (2002), this participative teacher leader is enabler and empowering to his students. Enabling is synonymous with the following behaviours: develops cooperative relationships, listens to diverse points of view, treats people with dignity and respect, supports other people's decisions, lets people choose how to do their work, and ensures that people grow in what they are doing. The new

roles are complex but extremely promising. Leaders understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity by actively involving the others (Kouzes & Posner, 2002:4).

In sum, the model that guides the study is an empowering democratic one. The model sees not only one leader with the others as followers and only that leader who makes a significant effect on the group. Rather, the distributed leadership assures everyone a share in the process. It depicts teachers who lead within and beyond the classroom and influence others towards improved practice. (Katzenmeyer and Moller, 2001 cited in Raffanti, 2008: 58). A democratic distributed style is best suited to English language teaching because it involves collaborative and interactive behaviour.

### **1.9. The characteristics of a distributed Democratic Leader:**

Some of the characteristics mentioned here are derived from those mentioned in the seminal work in leadership by Kouzes & Posner (2002). Others are elicited from the TEFL and business literatures.

**A) Effective management of the classroom:** We can mention Kounin's research (1970) that identified several characteristics of classroom management that describes good teaching. Another descriptive study was conducted in eight elementary schools with 28 teachers of different levels and experiences. In this study English teachers were also included. The research tries to measure the effectiveness of the classroom managers (Sanford et al, 1983: 56). Necessarily, a leader is an effective manager because management is the first step towards

leadership. Every leader is a manager but not all managers are leaders. A leader, as mentioned before, goes beyond the managerial duties.

**B) Positive Relationships:** Relationships are a keystone to well-run classrooms and it is the upper stage over management. Distributed leadership is characterized by a relationship of trust, respect and mutual understanding. The teacher establishes more positive rapport and relationships with students and even with the school personnel and parents.

In their relationships with others, the successful leaders in the various studies were found to be responsive by being warm, supportive and sensitive to individuals around them. They are good listeners taking an interest in students as people. They provide timely and relevant positive feedback along with finding ways for all colleagues and students to experience success and recognition. Their attitude in general is encouraging and empowering seeking to develop competent, assertive, self-regulated students (Dinham, 2007: 263-275).

In this respect Tomlinson encourages leaders to *"accessing untapped individual, team and organizational capacity through respecting them as individuals, valuing them as people, and accountability, that is, in creating a challenging working environment, which acknowledges emotions."* Tomlinson, 2004:P23.) All of this leads to the creation of a cohesive learning group.

**C) Inspiring a shared vision:** Teacher leaders are visionary and optimistic and believe in their students' ability to advance intellectually. These teachers' vision is communicated at the outset and is broad. They communicate long term goals such as to succeed in life and in university and in developing people to be good

productive citizens in the largest sense of the word. Kouzes and Posner put it succinctly as: "Leaders passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the organization can become" (Kouzes & Posner, 2002:4). This is more often than not essential in ELT where the vision is a long-term complicated task such as the acquisition of an SL.

- D) Motivating:** Encouraging the heart is, according to Kouzes and Posner, the main job of leaders. They are required: *"to keep hope and determination alive. Leaders recognize contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments"* (Kouzes & Posner, 2002:279).

One way of it is verbal praise which is the easiest way in recognizing accomplishment.

- E) Modelling the way:** Leaders establish principles concerning the way people should be treated and the way goals should be pursued. They create standards of excellence and then set an example for others to follow (Kouzes & Posner, 2002:4). They walk the talk to build credibility: *"When it comes to deciding whether a leader is believable, people first listen to the words; then they watch the actions. They measure the congruence... and a judgement of 'credible' is handed down when the two are consonant"* (Kouzes & Posner, 2002: 211)

- F) Collaboration:** Democratic distributed teachers support cooperation rather than competition. It is either collaboration at the level of the classroom activities or at the level of the school. In addition to organising and managing resources,

they work with people other than fellow teachers and students, including parents, communities and other personnel and administrators. (Robinson, and Timperley , 2007)

**G) Risk-taking:** Creativity and taking risks is defined as: *"the capacity for envisioning and understanding intuition, the capacity for a wider and deeper perception; to see deeper significances and connections and to be able to break old connections; and to convert such connections into concrete applications"* (Tomlinson, 2004:2). To improve the practice, teachers need to encourage learners to try new things. Not only that but, they themselves need to use innovative techniques in their lessons. It is important in building self-confidence and high self-esteem in themselves as teachers possibly but in students first. As teachers take more risks, students' tendency to take risks will be increased. Attractive leaders are risk-takers who refuse consistent condition. They are in constant search for new ways of doing things, that means, they are not afraid of risks in order to reach the aim (Rupšienė and Skarbalienė, 2010: 70). They are ready to shy away from what is familiar, comfortable, and safe. Even when they make mistakes, this widens their repertoire of techniques and experimental knowledge so that they know what works and what does not work. This element is labelled in Kouzes' and Posner's work (2002: 161): "Challenging the Process".

**H) Enabling Others to Act:** the teacher has the aim of sustaining leadership in seeking to train others to be leaders and empower them with the skills to be on their own. This is all the more true in education where teachers prepare students

for volatile and complex future. This characteristic is so important in the empowerment model of leadership and thus, will be elaborated more in the subsequence section:

#### **1.10. True Leadership is Empowering the People Around:**

This attitude is typical of participative and democratic leaders. The ultimate objective is to empower the followers and allow them to grow as potential leaders. To us, a true leader is the one who disseminates power not retains it, and his/her classes are places of leadership apprenticeship. In disseminating power, the leader acknowledges the right and the ability of others to lead.

The empowering model encourages the ownership of learning because owners take care of their property. The aim at the end is the autonomy and leadership of the students. Having a leader in front of them, students tend to learn the leadership skills of their teacher either by influence as he/she leads by example or by the amount of responsibilities and trust he/she puts on the shoulders of his/her students and the type of activities that aims to develop those skills.

Thus, the leadership apprenticeship is to lead by example and to invite the autonomy and the leadership of the others by designing tasks that are more learner-centred and that activates higher order thinking, and social skills. Such tasks should give the learner the opportunity to plan programs of work, set objectives, cooperate with others, make some of the decisions and self-evaluate. This should work as leadership training for more leadership responsibilities in the future. Wallin (2003) argues that student involvement through leadership activities motivates students,

develops initiative, and enhances creativity. Student leadership opportunities also enable the development of interpersonal and communication skills as student leaders develop the skills to interact with others – students, parents and other adults. This can only thrive in school environments where shared leadership is promoted. (Wallin, 2003 cited in Skinner et al, 2011: 832).

The primary goal of empowering leaders is to make leaders of the future. This holds no difference for a language program. What nations expect of education in any discipline is bringing up citizens who strive for the betterment of their communities; leaders who change the status quo and involve in the world outside. According to Davison and Cummins (2007):

*Internal goals relate to the students' mental development as individuals: They may think differently, approach language in a different way, be better citizens, because of the effects that the SL has on their minds. (Davison & Cummins, 2007: 239)*

Leadership is more often than not required in EFL students where communication is at stake. It requires risk taking and emotional intelligence to be an efficient learner. Dörnyei emphasizes that fact: *"The language classroom is an inherently face-threatening environment because learners are required to take continuous risks"* (Dörnyei, 2007: 723).

EFL teaching should not be confined to the knowledge to communicate effectively, but an ability to adapt to change and to entrench the skill of self-development and self-dependence. It is skills, abilities, competencies rather than knowledge (Abdellatif et al, 2001) that matters when educating people whether it is

EFL or any other discipline. In a nutshell, the objective is learner leadership development.

### **1.11. Learner Leadership Development:**

The role of the democratic leader is to pass his leadership on to the learners to develop future leaders. Be it an FL or any other discipline, the main purpose should be what to do with what is taught. The ultimate goal of education has most of the time been bringing up students who can lead productive lives. In the other end resides the leadership of the students. The good citizens are the leaders of tomorrow who can shape a better world and not merely cope with that world. Who doesn't want to see developing leaders in front of him/her?

Raelin (2003) cited in Frost, (2011:869) promotes the concept of 'leaderful practice' which claims that all members of an organisation have something to contribute. Learners in the classroom have many things to contribute to the lesson as they enter not as white slates but as individuals with different experiences and previous knowledge. The idea of schools as 'leaderful communities' is one which might be productive in thinking about how achievement can be maximised. In a learning community that acknowledges contribution of all. Individuals feel a deep sense of empowerment and autonomy and a deep personal commitment to learning thanks to this. This implies that people in the school form not just a community of learners but also a community of leaders (Mitchell and Sackney, 2000, cited in Frost, 2011:870).

Everyone, including students, is encouraged to exercise leadership in an effort to make it a shared activity (Frost, 2011:879). This can be embodied in the self-directed type of activities utilized in class, minimizing the teacher talking time and promoting a dialogical culture in the classroom. This is shown through the degree of independence, autonomy, responsibility and creativity encouraged by the teachers. There should not be one most acceptable way of completing tasks, but numerous yet equally acceptable ways. Students may select among tasks or among ways of interpreting tasks. They may go so far as to participate in designing the tasks themselves. Even when it comes to decisions about grades, learners may participate in the process and gain the crucial skill of self-evaluation.

Leadership and participation are fundamental for both teachers and learners.

Byram (2000) says that:

*Members of a group need to learn to be adept at planning, conducting and evaluating their concerted efforts, to use the experience and expertise of all members to accomplish group tasks and goals, to utilise helping skills, and to be sensitive to the group process. Cooperative learning gives participants a positive experience of mutual support when faced with problems, helps to teach accountability for one's work, and develop social skills... (Byram, 2000:351).*

In the same vein, Skinner et al (2011) points out that providing students with leadership opportunities and experiences may contribute to enhancing their connectedness with their school and therefore leads to improved engagement in learning (Skinner et al, 2011:831).

Students with leadership capabilities find their own way(s) that work(s) for them. They take the proper risks to create their own opportunities for practice. As a

result, their high self-esteem and confidence, once they assert themselves, renders them more open and more outspoken which are crucial aspects. Besides, leadership is required for the strategic planning and emotions' management for a task as complex and as long as acquiring an SL.

### **1.12. Challenges to the Leadership Endeavour:**

There are many considerations and challenges to the leadership endeavour in teaching. Leadership is multifaceted and thus has social, cultural and political considerations.

- A) Teacher Autonomy:** Leadership takes various skills which require a greater degree of autonomy and initiative on the part of the teacher. If the teacher is incapable of self-directed teaching, then, how can he/she be providing opportunities for self-directed learning, as the old Arabic proverb goes "فأفد الشيء لا يعطيه" , unless I possess something, can I ever give it? This is also indicated by Lieberman and Freidrich (2007) and other researchers: *"some researchers note a clash between the collaborative style of teacher leaders and the bureaucratic norms of most schools."* (Lieberman and Friedrich, 2007: 42). Teachers and learners have to submit to official exams, timetables and rules, the fact that limits their creativity and thereby their ability to lead.
- B) The Psychological Readiness to Lead:** Helterbran speaks of the psychological readiness to play leadership roles and dubs it the: 'I am just a Teacher Syndrome' that most of the teachers suffer from (Helterbran, 2010: 368). The syndrome is caused by low self-esteem and self-confidence and the timidity of some. On the one hand, some people fear risks and prefer to play it safe

benefiting from the comfort of the tried and the standardized. Another recurrent question is: Are all teachers willing to give up their traditional roles?

**C) Cultural Considerations Concerning Leadership:** culture is inextricable from language and education (Palfreyman & Richard, 2003). There is also the resistance of others to new ideas and new roles. Leadership is affected by the way people construe the role(s) of both the teacher and the students. This is all the more the case in leadership as it involves going against the grain. Teachers who go beyond the usual job of the traditional teacher may be rejected, at least for a while, by society. Moreover, traditional upbringing in some of the regional cultures may inhibit showing initiative and taking responsibility, warning people from being in the limelight and in the front line for purposes of modesty or safety may be the case.

Participants in the classroom are by no means immune from the consideration of the wider culture. The culture where teachers and students are living and their philosophy of life is one of the determinant factors of the styles of teaching and the readiness to change what is common.

**D) The Political Restriction:** The feasibility at the level of policies is another concern. First, leadership involves risk-taking and going against the grain most of the time. Thus, teachers are lacking the frank authority to do so. On the other hand, schools and all institutions are reflections of the political scene. The kind of individual that is produced by educational institutions is most of the time based on the vision of politicians. If policies follow certain trends, then everything is affected thereby. It is likely that some authorities and headmasters

do not support independent activities and risk-taking. Indeed, *"leadership is captive of its political circumstance"* (MacBeath and Townsend, 2011: 1237). It is difficult to establish a democratic education in undemocratic political system. Education and all other sectors reflect, to some extent, standing ideologies and political agendas.

**E) Lack of material conditions:** The means that enable teachers to try new things and change seating arrangements to more dialogical ones, or support student autonomy are determinant. Besides, large classes are likely to instigate an authoritarian conduct. This is in addition to limitedness of time and the heavy workloads that affect the leadership roles (Niyazi, 2009: 444).

On the other hand, insufficient funds for teacher education programs and leadership coaching stand on the face of such an endeavour. Moreover, according Arab Network of Quality Assurance Agencies in Higher Education (ANQAAHE) issued in 2009, there is a considerable lack of incentives and rewards for teachers who show initiative and excellence (Al-Barwani, 2011). In most of the Arab countries, the deteriorating conditions of teachers stand also as an obstacle in the face of teacher leadership (Ezzaki, 2011).

**F) Standardisation:** A true enemy to educational leadership is standardisation and exam based learning. Allwright and Hanks (2009) argue that: *"When the institutional pressure is for standardisation, then individuality, flexibility, creativity and sharing decision-making with learners are severely curtailed, if not eliminated altogether."* (Allwright and Hanks, 2009:62). Ezzaki (ibid.)

indicates that standardisation has taken away creativity and the sense of ownership and empowerment from teachers.

Some of these challenges are universal and some others are particular to our context. If these challenges are not met, leadership in educational settings would become a mere mirage (Al-Barwani, 2011).

## **Conclusion**

In this chapter, mention was made of different concepts that relate to leadership. A detailed outline of distributed leadership was given and supported. Notwithstanding, we have to understand that not one teacher can be democratic or autocratic all the time and in all situations or with all student communities. Like methods, different situations require different styles and ways of reacting. Leadership is dependent on situations. On the other hand, we cannot speak of an absolute autocratic teacher. One teacher can accommodate many characteristics from different styles. Rather, we can speak of a teacher as autocratic if his general practices and attitudes are so.

Nevertheless, teachers who encourage an attitude of open and honest dialogue most of the time, whose main objective is to empower their students to be on their own and lead their lives independently, the ones who try to have an indirect influence on their students, influencing without formal authority, and are not dogmatic; these are the teachers who tend to be relatively democratic.

*Chapter Two*

***RESEARCH METHODOLOGY***

## *Chapter Two*

### **RESEARCH METHODOLOGY**

#### **Introduction:**

To find out the leadership characteristics demonstrated by Algerian teachers of English in their classes and how power is distributed and what are the social, political and cultural considerations that may enable or constrain leadership endeavour, combination of mixed approach was used.

This exploratory study combines both qualitative and quantitative research methods. For the purpose of gaining insightful findings, observation, questionnaire and interview procedures were used. The qualitative data was gathered via interviews that investigate the social and cultural complexity of the topic. More quantitative data were gathered using the questionnaire and the observation procedure.

We also drew connections between the leadership characteristics and the Algerian socio-demographic characteristics of the respondents i.e. age, working experience, regional culture, qualificational category, participation in various trainings...etc. On the other hand, gender is likely to be at stake in this concern because of biological and psychological inherent differences between male and female. Tomlinson (2004) states: *"gender differences in emotional intelligence [and thereby leadership] are important with the feminization of the teaching profession, and the stereotypical assumption that women will have greater emotional intelligence"*. (Tomlinson, 2004:27). This may hold true especially in our culture where shyness could be an apparent trait for female teachers and that may impact their leadership

behaviour. Hence, when conducting the survey, the interviews, and observation these variables have been taken into account.

We observed a group of four teachers (two male and two female teachers) each for twenty minutes twice with two different classes of the same third year of secondary education (3<sup>e</sup>AS). After that, we administered a set of questionnaires to a random sample of ten pupils from each observed class. Then, we conducted interviews with teachers for about twenty minutes in an effort to triangulate what is revealed to us. An exhaustive description of the physical environment of the observed classrooms is given.

The practical work started only in January, allowing time for sufficient experience of students with their teacher's style so that they can give informed answers.

To increase what is revealed to us, complete anonymity was assured (students' names are not required on the questionnaire and teachers' names and their schools are not revealed. Cover names are used to be able to identify them when we analysed the data.

After collecting the data, statistical analysis using SPSS (the Statistical Packages for the Social Sciences) software was used to analyse, organize and draw the tables and Microsoft Excel to draw the graphic displays.

## **2.1. Rationale for Using the Mixed Approach:**

Mixed method research combines both qualitative and quantitative approaches to incorporate the strength of each approach, so as to increase what is revealed and to

catch up what is missed from each method. It complements the weakness of each research instrument allowing for more generalizability.

Qualitative data is highly important. Qualitative approach is used to capture the cultural and social aspects of the phenomenon and to capture non-observable aspects, all of which are well suited for the purpose of this study. Ruiz (2005: 37) points out that *"interest in ethnography in the field of education is growing because these methods [qualitative research instruments] are proving essential to the study of issues such as ethnic identity, social conflict, gender relations, and multiculturalism"*. The researcher's task is interpretive in this case. On the other hand, quantitative data caters for objectivity and reliability. The objective is to gain both normative and interpretive ways to obtain data. The combination of the two can be effective in answering the research questions of this study. Miles and Huberman (1994) cited in Edstam (1998: 65) state that *"we have to face the fact that numbers and words are both needed if we are to understand the world"*.

## **2.2. Participants:**

For the researched population, we concentrated on the third year secondary school classrooms. Teachers of these classes were observed and interviewed and their students were given questionnaires. The teachers were those who accepted to be observed and student sampling was random.

## **2.3. Choice of the Participants:**

We chose the third year classes for many reasons. First, many leadership practices can be observed at the third year level because students at the end of this year

will sit for a high stakes examination namely the baccalaureate. Their vision is therefore clearer as they can see the objectives more clearly, and more responsibility is put on the shoulders of both teachers and students in this exam year as both are accountable for the outcomes.

Second, we chose this level to avoid our finding being affected by teachers' marks. Students at the third year do not care much about marks and their main concern is succeeding in the baccalaureate exam. Students' evaluation of their teachers' style may be more objective at this stage. Marks at this stage do not matter for students much as they will not pass to the next year because of marks obtained. Students at this exam year know that what matters is the teacher effectiveness that leads ultimately to their success. What they need is a teacher who is able to inspire and enthuse them and manage their time and emotions.

Another reason is that these students are generally in a more advanced level than the second or the first year in both English and in their cognitive capacities. They are believed to be generally more able to answer and understand the questionnaire items.

More importantly, these students are in the adolescent age (between 16 and 19). In this age, most of personality formation and leadership development is supposed to develop. Adolescents are said to be overwhelmed with worries, doubts and are building their personalities. Thus, the leadership apprenticeship is at its fullest sense.

As mentioned above, this period is labelled by Erikson (1968) as identity crisis. It is characterized by an oscillation between identity-building and role confusion.

According to Erikson, development mostly depends upon what is done to the adolescent. Adolescent students are in a stage at which they are neither children nor adults, and life is definitely getting more complex as they attempt to find their own identity, struggle with social interactions, and grapple with moral issues (Harder, 2009).

Besides, in this stage adolescents are in search of a role model. They are surrounded by heroes, who are often negative ones. Examples of the heroes that are surrounding the youth today include some celebrities who may be drug addicts, or local criminals or spreaders of wrong ideas and ideals. Indeed, there is a need for teachers to be their learners' heroes.

The Algerian or Arab adolescent is no different. The Algerian youth are described by many researchers as struggling individuals who are surrounded by different types of examples, needs and struggles (Ezzat Hijazi (عزت حجازي), 1985; Rawya Shata (راوية شتا), 2006 ; Anser Youcef (يوسف عنصر), 2010..) These Arab researchers have conducted research on the Arab youth and their challenges and particularities.

Rarbo (2008) says that the Algerian adolescents are in a state of confusion and are influenced by both Western and Eastern cultures. According to him, the Algerian youth:

*...situent quelque part entre tradition et modernité. La plupart des jeunes peuvent compter sur d'importantes solidarités familiales et religieuses, mais celles-ci sont progressivement absorbées par la culture urbaine dominante, tournée vers les cultures occidentales aussi bien qu'orientales et vers les nouvelles technologies. (Rarbo, 2008)*

Hijazi (1985), in his book entitled: *The Arab Youth and their Problems*, describes the Arab adolescent as an individual who is witnessing a stage where conventional wisdom withers and new facts appear with the physiological and psychological transformations that happen in this stage. The latter is a chain of both purposeful and non-purposeful processes that end sometimes with problems, struggles, hesitations and lack of clarity.

Hijazi (1985) also speaks of the particularity of the Arab adolescent. Hijazi (1985) also speaks of an identity crisis of the Arab adolescent. He states that the adolescent seeks acknowledging and accepting him/her in the group of adults (ibid.). He claims that unlike the western family which provides the adolescent with more freedom and independence, the Arab adolescent is less independent and lives most of the time this age under the close control of the family.

Most of the time a clash happens between the different generations in the family (ibid.). Hijazi explains that there is often a gap between the parents and their teenage child. The worse is that the school as a formal organization does not usually accept the youth with his struggling problematic nature as the family does. This is why more struggles are expected to appear in schools. Hijazi (1985) adds that school does not help adolescents solve their problems or find a sense of adaptability to their new reality.

Similarly, this stage is according to Rawya (راوية) (2006) full of both internal and external struggles like authority of the parents and the teachers. She adds that if needs are not met, violence may emerge. The adolescent's needs are as mentioned above

particularly emotional such as understanding, trust, respect and acknowledgement and other.

Furthermore, the traditional Arab families have parental systems in which power is distributed hierarchically according to gender and age. Male and older dominate. According to Boutefnouchet (1982), the Algerian family is influenced by two models: the Roman model of the family dominated by the 'sovereign' and the ancient Eastern family dominated by the head of the family 'رب البيت', generally the father. Islam has also reformulated many of its aspects such as: power, obedience, rights and duties. Nowadays, other factors influence this traditional model. It is also being affected by Western models as a result of globalizing processes. (Boutefnouchet, 1982, cited in Dahmani, 2006).

As stated previously, heroes play an important role in adolescent life. Adolescents seek in their heroes answers to questions of identity: who am I? (Hijazi, 1985). The heroes of the Arab adolescents are in a decreasing order as follows: cultural, national, religious, political, artistic, educational and sports. The absence of the influence of the first ones, leaves the space to less positive heroes to influence the Arab and the Algerian adolescent (ibid.). Nowadays, artistic and sport heroes may play more heroic roles in adolescents' world than any scientific, cultural or national heroes. In addition, other heroes may have appeared recently such as, leaders of the Arab spring, web hackers, or bloggers... In the same vein, Anser's more recent study (2010) states that the new changes and technologies make the Algerian youth yearn for all that is new, brand-new technologically and attractive.

All the specificities of teenage make it insightful and important for the study of teacher leadership and the adolescents' own leadership. Moreover, there are also positive psychological effects of adolescence according to Hijazzi (1985). It is a period characterized by cognitive maturity and appearance of new skills such as memorizability, imagination and abstraction.

On the other hand, because teenagers overall seek acknowledgement as adults and independent individuals, they need leaders who have emotional intelligence, and treat them with respect and trust in order for self-esteem and self-realization to take place. This requires most of all participatory and democratic leadership that empowers the adolescent leading him/her in his/her identity making. The questionnaire gauges these very characteristics of trust, respect, emotional intelligence and cooperation.

#### **2.4. Sampling Strategy:**

Fieldwork started in January and ended by the end of the same month. The teachers were those who accepted to be observed. Some teachers simply refused to be observed and others hesitated. We finally found teachers who were happily accepted. After explaining to them the objectives of the study and the measures of confidentiality, they considered it a way of getting feedback about their leadership style and behaviours. Thus, the sample is a group of four teachers: a female and a male teacher from the province of Djelfa and two other female and male teachers from the province of Algiers. The information beneath is obtained from the teachers when they were interviewed.

The female teacher from Algiers (that we will call Salima) holds a French baccalaureate and an undergraduate degree in English from the University of Algiers. She speaks the three languages: Arabic, French and English perfectly and has a teaching experience of 31 years both in Algeria and abroad. She has also affiliations with many professional associations regionally and internationally. She gained a teaching experience of five years in many African and European countries. She is also a mother of two children (being a parent is important for the study of leadership as parenting is arguably one of the most challenging leadership positions). She is also a teacher trainer and participated in many in-service training programs in Algeria and abroad. At the time we visited her, she was occupying the position of the teacher coordinator of foreign languages in her school.

The male teacher in Algiers (that we will call Amin) has an undergraduate degree in English (Licence) from the University of Algiers. He has 24 years teaching experience at the secondary level. He attended in-service training regularly. He is also a father. He has been a member of teachers' union for four years.

The female teacher from Djelfa (that we will call Mounira) has nine years teaching experience. She has an undergraduate degree in English (Licence) from the University of Blida. She is single. She is a regular participant in many virtual professional communities and forums. She also participates in in-service training organized by the directorate of education in Djelfa and sometimes presents workshops for colleagues with the help of the inspector.

The male teacher from Djelfa (that we will call Youcef) taught English language at the secondary level for eleven years. He has got a teaching undergraduate degree (Licence d'Enseignement) from the University of Tizi Ouzou with distinction. He passed the military service from 1995 to 1997 where he worked as a translator of official documents for the army. After 1997, he occupied many temporary jobs until he succeeded in recruitment exam organized by the National Ministry of Education. Besides, he has a diploma in computing and a professional certificate in typesetting. He is also married and a father of one child.

All these observed teachers have a considerable teaching experience and all are holders of undergraduate degrees in English. After observing these teachers for twenty minutes twice with two different classes of 3<sup>e</sup>AS, interviews were conducted with each of them and a random group of ten students from each observed classroom was given the questionnaire.

## **2.5. The Physical Setting of the Schools:**

Fieldwork took place in two secondary schools one in the province of Djelfa which is 300 km South of Algiers, and one in the capital city of Algiers. The names of the schools were hidden for the purpose of confidentiality, but cover names were used to be able to identify them when we analysed the data. The observed teachers are those who accepted to be observed provided that they also taught another third year class so that we could observe them in two different classes. Each class was observed for twenty minutes. Thus, the same teacher was observed twice within two different

classroom communities. The students of the observed teachers answered the questionnaires and the observed teachers were interviewed.

Information about the schools and the student body was obtained from the administration of the schools.

### **2.5.1. Overview of the School Context in Algiers:**

#### **A) The school:**

The study took place in a secondary school in the capital city of Algiers. The secondary school is a very ancient and prestigious one that dates back to the colonial era. The school has had good results in the baccalaureate for decades. It is situated in an affluent neighbourhood in the west of Algiers. It has 34 classes and three large yards. In each bloc, there is a control room for supervisors. There is also one large staffroom, an internet room and a large library. Students' ages are between 15 and 21. Some students come from private middle schools but the majority attended public middle schools. As is the case in all public schools, students in scientific streams have three English classes a week and those of literary streams have four. In each class, one student serves as class representative. He has the responsibility of helping the teacher in calling the roll and coordinating between students, teachers and administration. Another student is responsible for the log-book and brings it each session to the class.

#### **B) The Visited Classrooms:**

Where the female teacher Salima was teaching, both the first and the second class were spacious with wide windows. The classrooms were clean with few graffiti on the walls. There was sufficient light in the classrooms. Class one had 25 students: 17 boys and 8 girls. Students were seated in rows facing the teacher. The second class

was more populated with 38 students, 24 of them were girls and 14 were boys. Seating arrangement was full frontal with the teacher facing the whole class on a higher stage that enabled her to see all students. The desk was in the right side facing students.

The male teacher teaches in the same type of classes. First class size was 28 (15 girls and 14 boys). They were seated in rows of three or four tables. The second class has 24 students with 18 girls and 8 boys.

### **2.5.2. Overview of the School Context in Djelfa:**

#### **A) The school:**

The secondary school is relatively new. It was founded in 2006. It is located in an easily accessible place near midtown. It has twenty one classes and a large yard. There were two language labs, an internet room and a large library. Students' ages range between 15 and 20. The students are from relatively poor neighbourhoods. They are mainly from two middle schools that had good results in the BEM exam. Students have three English classes three times a week. Literary streams have English classes four times a week. In each class, a student serves as a class representative. He/she has responsibility for helping the teacher in calling the roll and coordinating between students, teachers and administration. Another student is responsible for the log-book and brings it each session to the class.

#### **B) The visited classrooms**

The observed classes were less spacious than the ones in Algiers. they were more overcrowded. Students of the female teacher in the first class were 39, 18 of them were girls and 21 were boys. The second classroom had 36 students: 24 girls and

12 boys. The students were seated in four rows of five tables. The classrooms were clean but had some graffiti on the walls. There were curtains and sufficient light in the classrooms. As is the case with most of Algerian public schools, classroom seating arrangement was also full frontal with the teacher facing the whole class. There was a higher stage for the teacher that enabled her to see all the students. The desk was in the right side facing students.

The male teacher, Amin, teaches in the same type of classes. The second class was nicely decorated with frames containing verses of Quran and some photos of nature landscapes. First class size was 31 (16 girls and 15 boys). The second class has 29 students with 17 girls and 12 boys. The students were seated in four rows. The same thing can be said about seating arrangement.

## **2.6. Research Instruments:**

As mentioned earlier, three research instruments were used for the purpose of triangulating the results. To measure how students perceived their teacher's leadership practices, we used the questionnaire instrument. Teachers' self-perceptions were obtained from the interviews and outsider's perception was obtained from the observation schedule system. The following figure explains the purpose of instrumentation:

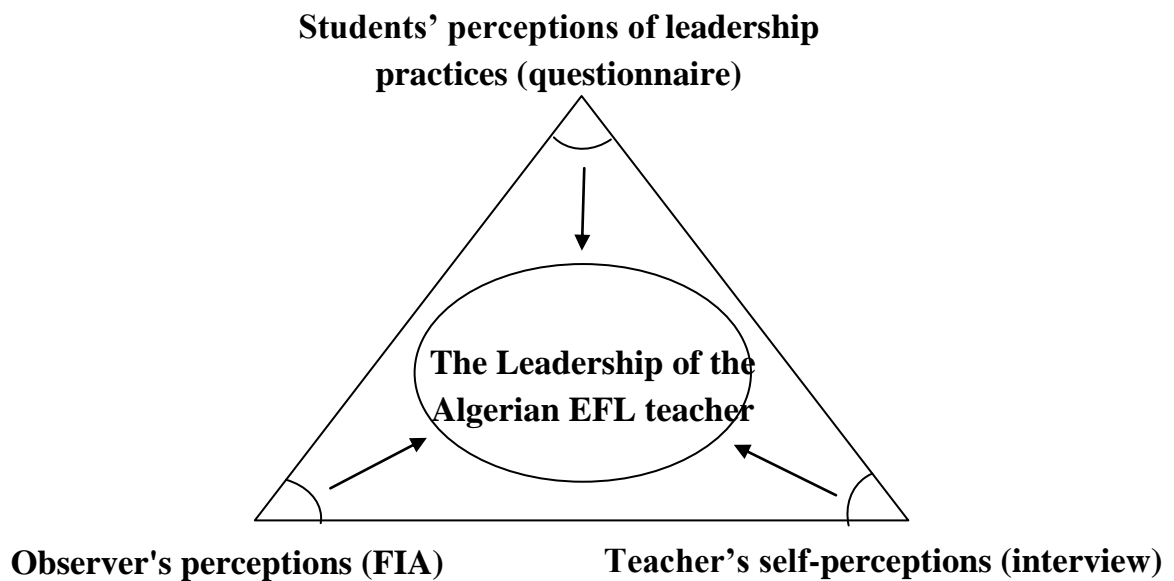


Figure (2-1) instrumentation

### **2.6.1. Observation:**

#### **2.6.1.1. The Instrument of Observation:**

In an effort to answer the research questions: How is leadership distributed in the Algerian EFL classroom? And to discern some of the leadership characteristics of the Algerian teachers of English, observation procedure was used (*see* appendix B). Observation is a useful procedure to investigate issues such as authority demonstration, power distribution, interaction and group dynamics because the researcher is an outsider who can objectively observe and report what actually happens in the classroom and not what should or could have happened.

The purpose was to determine the leadership style by measuring the ratio of indirect influence to direct influence in addition to the nonverbal behaviours. A democratic leader would exercise an indirect influence through the use of indirect authority that avoids maximally the use of formal power by praising or encouraging, asking questions, accepting feelings... In addition, the characteristics could be elicited

by determining the dominant behaviour patterns and the general atmosphere of the classroom.

The aim was to observe both verbal and non-verbal demonstration of authority in addition to the nature and the amount of control exercised by the teacher. For that, the Flanders' Interaction Analysis was coupled with comments on the non-verbal behaviours and the general atmosphere of the classroom in addition to systematically observing the teacher for 20 minutes. We wrote comments on unexpected events, seating arrangements, non-verbal events in a notebook.

The FIA system was developed by Flanders (1970) to analyse teacher behaviours and is often described as the most suitable instrument for investigating teaching styles (Allwright, 1988). It is also described by Medley and Mitzel (1963) as: "*the most sophisticated technique for observing classroom climate*" (Medley & Mitzel, 1963, cited in Allwright, 1988: 58).

Flanders was a pro-democratic, anti-authoritarian researcher. He looked for a positive relationship based on a democratic teaching style. The FIA form gauges a set of practices that are grouped as having either direct or indirect influence (covert and overt influence and manifestation of authority). It consists of ten categories (7 categories for the teacher and 2 for the learner and silence or confusion):

1. Accepting feelings,
2. praising or encouraging,
3. using student ideas,
4. asking questions,

5. lecturing,
6. giving directions,
7. criticizing or justifying student responses,
8. student-initiated discussion,
9. Students' responses, and
10. Silence or confusion.

Categories for direct influence are: lecturing, giving directions, criticizing and justifying authority. Indirect influence consists in the first four categories: accepting feelings, praising or encouraging, using students' ideas and asking questions. These categories of indirect influence expand the freedom and opportunities for participation and are said to cater for closer relationships and warmer atmosphere.

The idea is rooted in group relations theory that gauges covert and overt influence and covert and overt manifestation of authority. According to Bailey and Allwright (1996), the democratic teacher (the teacher who distributes leadership and authority) would have indirect influence rather than the 'dictator' leaders who have the direct influence (Bailey and Allwright 1996:10).

To eliminate bias or misinterpretation, I invited a teacher from my school to observe with me, and established inter-observer coefficient to ensure reliability. We trained together on tallying the categories every 3 seconds on the observational sheet and memorized the categories in association with their appropriate number. Most of the teachers had two different third year classes in the same day; the observation of each teacher took one day.

Regarding The Observer Paradox i.e. the fact that the very act of observation alters the observed behaviour, we socialized with the classroom community and explained the purpose of the study. An introductory visit before the observation was organised to desensitize and establish friendly rapports with both teachers and students. We spoke with both the teacher and the students about the purpose of this study and that the teachers is not going to be evaluated whatsoever and the main purpose is to determine the leadership characteristics of the Algerian English language teacher. They all demonstrated a willingness to be helpful by being natural and spontaneous the day of the observation.

Concerning the physical setting of the school and the classrooms, we strived to collect as much information about the institution and its population as we could. We contacted the administrations in these schools and they were very helpful in giving me what I asked for.

Flanders' limitation is that it is not useful for non-verbal behaviours. Thus, for the non-verbal manifestation of authority, comments were written down in a separate note-book about the atmosphere and other non-verbal acts (speech acts, facial expressions, body movements, tone...).

#### **2.6.1.2. Observing Procedure:**

A beforehand visit was organized to desensitize and socialize with students and talk with both teachers and students about the measures of confidentiality and the objectives of the study.

For each classroom, 13 observational sheets were prepared. Each observational sheet represents: 1.5 minute (*see* appendix C). Thus, 13 observational sheets were used

for each class by each observer to cover the duration of 19.5 minutes. A stopwatch was used to record the observational periods. One single practice was recorded at 3 seconds intervals.

In the analysis, frequencies of the categories will be organized in tables and bar graphs will show the differences in percentages. After that, ratios between different sums of behaviours will be counted as follows:

**A. Directness vs. Indirectness:**

As stated earlier, the amount of authority i.e. directness vs. indirectness will be counted by comparing the sum of the categories: (5), (6), and (7) by categories (1), (2), (3) and (4). The total of the frequencies is converted into percentage by dividing these frequencies with total teacher talk time which is the total of the seven categories' periods.

Direct Influence	Lecturing
	Giving directions
	Criticizing or Justifying Authority
Indirect influence	Accepting Feelings
	Praising or Encouraging
	Accepting / Using Ideas of Students
	Asking Questions

**B. Teacher Talking Time vs. Students' Talking Time:**

Percentage of teacher talk to student talk is the ratio of categories (1), (2), (3), (4), (5), (6), and (7) by student talking categories (8), (9) and (10).

Teacher Talk	Accepting Feelings
	Praising or Encouraging
	Accepting / Using Ideas of Students
	Asking Questions
	Lecturing

	Giving directions
	Criticizing or Justifying Authority
Students' Talk	Student talk—response
	Student talk—initiation
	Silence or confusion

If the teacher does most of the talking then, the teacher dominates and student talk in this case is less valued. Democratic styles allow for more student talk and depend on dialogue (questions and answers) rather than lecturing.

### **C. The Type of Student Talk:**

Predictability of students' responses is insightful to know. The level of freedom and risk-taking allowed by the teacher indicates that the teacher leaves the space for his/her learners to voice up their opinions and dialogue openly. The nature of students talk can be analysed to find out whether students are encouraged to take initiative and whether the atmosphere is relaxing and not threatening by comparing students' responses to students' initiations.

### **D. Positive Reinforcement and Negative Reinforcement Ratios:**

To identify the kind of feedback provided by teacher to students' responses and behaviours in the classroom, the sum of categories: (1), (2) and (3): accepting feelings, praising or encouraging, accepting and using ideas of students; divided by the sum of categories (6) and (7): giving directions, criticizing or justifying authority.

### **2.6.2. The Questionnaire:**

To answer the main research question: what leadership characteristics do Algerian teachers of English demonstrate in their classes? A questionnaire entitled: "*Students' Perceptions of Leadership Practices*" (appendix A) was used. It is a modified version

of the *"Teachers' Perceptions of Leadership Practices"* developed by Burns, Gwen & Martin (2010) which was originally designed to gauge teachers' perceptions and attitudes towards their headmasters in the United States. The original questionnaire consists of 41 items. Thus, statements that do not apply to the teacher such as: *"facilitates policies, and procedures which benefit staff, students, and teachers"*, *"Assures that all necessary communications reach those concerned"*, *"Provides opportunities for professional growth through meaningful in-service"* and *"Cares about co-workers"* were either omitted or modified to suit the settings of this study. Some other statements were modified to fit the teacher-student paradigm such as: *"Takes time to talk with faculty and staff about their out-of-school activities"* was rendered *"Takes time to talk with students about their out-of-class activities"*. The modifications are to fit the paradigm of the teacher as a leader with his/her students as followers. The survey consists of 31 items based on 5-point Likert scale (1 indicated *strongly disagree* and 5 noted *strongly agree*). Some of the items are negative statements disseminated randomly in the questionnaire to avoid random filling of it.

The items can be categorized into the following main subscales to gauge the most advocated characteristics of a participatory leadership practices:

The first category of statements revolves around *emotional intelligence* traits relating to the ability to motivate and encourage and also to control teacher's own emotions (statements 5, 12, 14, 15, 16, 19, 21, 22, 28, and 29):

(5) Often causes others to feel stressed

(12) Expresses appreciation for students' presence and participation in classroom.

- (14) Cares about students.
- (15) Takes time to talk with students about their out-of school activities.
- (16) Listens to students.
- (19) Shows insensitivity to the feelings of students.
- (21) Demonstrates a lack of enthusiasm about his/her job as a teacher.
- (22) Fails to follow through some tasks.
- (28) Expresses appreciation for a job well done.
- (29) Treats each student as a unique individual.

The second set of statement tries to gauge the attitude of *cooperation and shared decision making* (statements 10, 11, 23 and 25):

- (10) Creates a climate for improvement through collaboration and shared decision-making.
- (11) Encourages cooperation rather than competition.
- (23) Appears to view being a teacher as a position of service to the others.
- (25) Delegates authority and responsibility when appropriate to provide learning opportunities.

Another set of statements tries to find out whether the teacher communicates a feeling of *trust and optimism* to the students (statements 1, 2, 6, 7, 17 and 18):

- (1) Demonstrates a belief that students are responsible and capable.
- (2) Creates a climate of trust.
- (6) Demonstrates optimism.
- (7) Expects high levels of performance from students.

(17) Communicates expectations for high academic performance from students.

(18) Views mistakes as learning experiences.

If the teacher communicates high expectations, this proves that the teacher is a theory (y) leader as mentioned before. Optimism is one of the essential traits of participatory democratic leaders. The purpose is to find out whether the teacher believes that students are capable and responsible so that they can be autonomous and empowered.

The theme of *respect* is gauged by statements (4, 13, 24 and 26):

(4) Uses sarcasm, name-calling and negative statements.

(13) Offers constructive feedback for improvement in a respectful manner.

(24) Makes an intentional effort to treat others with trust and respect.

(26) Is impolite to others.

Statement 8 gathers data about *risk-taking*:

(8) Is resistant to innovation

For the theme of *Intentionality*, statements (3, 9 and 27) ask the question of whether the teacher does *intentional efforts* to achieve the shared vision and mission and to show that he/she cares:

(3) Makes a special effort to learn names and information about students

(9) Makes an intentional effort to provide necessary instructional materials.

(27) Has a sense of mission which he or she shares with others.

Statement 20 shows whether the teacher *models the way* and provides an *example* to follow:

(20) Models values, attitudes, and beliefs that encourage others to improve their skills/abilities.

Finally, two statements (30 and 31) ask respondents to rate the general *effectiveness* of the teacher:

(30) How do you classify the overall teaching effectiveness of your teacher?

(31) How do you rate your teacher's effectiveness compared to other teachers?

The second part elicits information about personal characteristics of the recipients and two qualitative questions that allow for further comments that may not be included in the items.

The questionnaire was handed out to a total number of 80 students (10 from each observed class). It was handed right after the observation. Students handed back the papers at the end of the session and some of them handed the papers in the staffroom when we were conducting the interviews.

### **2.6.3. Interviews:**

To demystify the phenomenon that is rich with its psychological and social aspects, it is important to look at the issue from qualitative perspective. Interviews are interactive in nature and are highly insightful for our study.

Participants are the observed teachers. The purpose is to gain more data and gain qualitative perceptions of the participants. It is complementary to the other instruments triangulating what is revealed.

The interview investigates how the participants perceive themselves in the classroom and what are the most valued leadership practices of the teacher. This is

done via open-ended questions (appendix D). The purpose is to get information that might not be obtained from the observation and the questionnaires.

All the interviews took place in the staffrooms of the visited school for about twenty minutes and participants were provided with an overview of the study and measures of confidentiality.

### **Conclusion:**

In this chapter, mention was made to the three research instruments that were used in the study in addition to the rationale for choosing them. The approach is a combination of both quantitative and qualitative data in an effort to try and understand the complexity of a topic such as leadership. In the subsequent chapter, we will present the data and analyse them separately, then compare the findings of the three instruments.

*Chapter Three*

***DATA ANALYSIS AND PRESENTATION OF THE RESULTS***

## *Chapter Three*

### ***DATA ANALYSIS AND PRESENTATION OF THE RESULTS***

#### **Introduction:**

In this chapter, we report the findings of the fieldwork. As aforementioned, three research instruments were used: interviews, questionnaires and observation. The findings will be analysed in an effort to answer the main research question:

- What leadership characteristics do Algerian teachers of English demonstrate in their classes?

And the sub-questions:

- How is leadership distributed in the Algerian EFL classroom?
- To what extent is leadership enabled or constrained by our social and cultural considerations (curriculum, culture, gender...)?

#### **3.1. Results from the Observation Sessions:**

As explained before, each class was observed for twenty minutes by two observers. The same teacher was observed with two different classroom communities to give a more reliable picture of his style and behaviours. After that, we compared the conducts of the teacher with different classrooms and the other variables of gender and region. For each classroom, 13 observational sheets were used. Each observational sheet represents: 1.5 minute (*see* appendix C). Thus, a total number of 13 observational sheets were used for each class by each observer to cover the duration of 19.5 minutes. One single practice was recorded at 3 seconds intervals. A stop watch

was used for this purpose. The total number of periods was 390 for each class. With two different classrooms the total periods is 780.

To get the percentage of each pattern or cluster of patterns, the frequency of the pattern was divided by the total of periods of each class (780 =100%). The formula for getting each of the interaction patterns is as follow:

$$\frac{\text{Time for specific interaction}}{\text{Total time for interaction (780)}} \times 100$$

### 3.1.1. Inter-observer Reliability:

To measure reliability, I invited a teacher who teaches with me in the same school to observe with me. We trained together on tallying the observation sheet and memorized the categories. Memorization is required because it is not feasible to refer to the FIA categories (appendix B) in 3 seconds intervals. After observation, we compared our observational sheets and measured the inter-observer reliability. The formula of measurement is as follows:

$$\text{Inter-observer coefficient} = \frac{A \text{ (agreement)}}{A \text{ (agreement)} + D \text{ (disagreement)}}$$

The results are as shown in table (3-1) below:

Class			Inter-observer coefficient
Algiers	Salima	First class	211/390= 0.54
		Second class	228/390=0.58
	Amin	First class	198/390=0.50
		Second class	231/390= 0.59
Djelfa	Mounira	First class	247/390= 0.63
		Second class	251/390=0.64
	Youcef	First class	259/390= 0.66
		Second class	205/390= 0.52

Table (3-1) Inter-observer Coefficient

As indicated in table (3-1), the inter-observer coefficient ranges between 0.50 and 0.66 which are said to be at acceptable levels.

### 3.1.2. The Findings of the Observation Procedure:

After observing, frequencies of each category were counted. The percentage of each category was counted using the following formula:

$$(n \text{ (number of frequency of the specific category)} / 780) \times 100$$

The results are shown in table (3-2):

Pattern	Djelfa		Algiers	
	Youcef	Mounira	Amin	Salima
1. Accepts Feelings	0.0%	0.0%	0.0%	0.0%
2. Praises or Encourages	0.8%	4.0%	1.8%	2.6%
3. Accepts or uses ideas of students	1.7%	1.0%	6.0%	5.3%
4. Asks Questions	12.2%	12.4%	15.3%	10.5%
5. Lecturing	31.4%	29.6%	39.9%	24.4%
6. Giving Directions	2.4%	1.8%	6.4%	8.8%
7. Criticizing or Justifying Authority	10.9%	3.7%	1.0%	4.7%
8. Student talk—response	12.7%	20.0%	14.4%	13.6%
9. Student talk—initiation	2.8%	0.6%	1.5%	3.1%
10. Silence or confusion	25.1%	26.8%	13.7%	27.1%
<b>total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Table (3-2) percentage of categories after observing the teachers

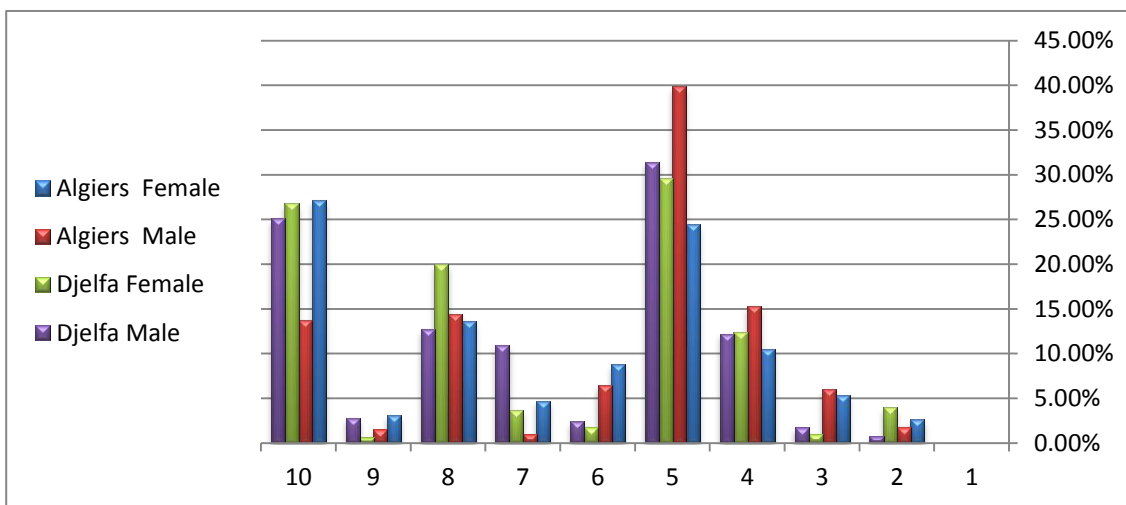


Figure (3-1): Percentage of Categories after Observing

It is clear that with almost all observed teachers, lecturing (5) is the most recurrent category (24% to 39% of overall observation time). No frequency was marked for accepting feelings with all teachers. That may reflect the almost absence of emotional interaction and affective aspect in the classrooms. Silence or confusion has a considerable percentage. Interestingly, there is no important discrepancy between the teachers in almost all the categories. The only considerable discrepancy is in 'criticizing or justifying authority' between the male teacher in Algiers (Amin) (1%) and the male teacher in Djelfa (Youcef) (10.9%).

#### **A) Observing Teachers of the Secondary School in Algiers:**

In order to compare the leadership conduct of female and male teachers in two different classes taking into account the student variable, the teachers were observed with two different classes. The following table displays the frequency of occurrence of each of the ten categories with each class:

Pattern	Female		Male	
	Class 1	Class 2	Class 1	Class 2
<b>1. Accepts Feelings</b>	0	0	0	0
<b>2. Praises or Encourages</b>	17	3	9	5
<b>3. Accepts or uses ideas of students</b>	27	14	34	13
<b>4. Asks Questions</b>	49	33	72	47
<b>5. Lecturing</b>	81	109	170	141
<b>6. Giving Directions</b>	35	34	21	29
<b>7. Criticizing or Justifying Authority</b>	9	28	3	5
<b>8. Student talk—response</b>	50	56	44	68
<b>9. Student talk—initiation</b>	11	13	4	8
<b>10. Silence or confusion</b>	111	100	33	74
<b>Total</b>	390	390	390	390

Table (3-3): Frequencies of Patterns in Algiers

A teacher's way of dealing with his students may change due to students' nature. This can be elicited from table (3-3) above. The frequency of some patterns

change radically as is the case with the female teacher in *praising and encouraging* (17 with the first class and only 3 with the second one). Similarly, the category of *criticizing or justifying authority* also differs (only 9 times with the first class and 28 with the second class). This may be explained by the differing general conduct of each class. In the case of *lecturing* (category 5), it seems that it is a more systematic trait in the teachers as it has a high proportion of class time with all the classes. This can be said also of *giving directions* (category 6). High percentage of *giving directions* shows that teachers' teaching is prescriptive most of the time.

Salima shares with the other teachers a higher percentage of *lecturing* and *silence/confusion*. She was more dialogical in her teaching (*asking questions* 10.5% and 13.6% of the total time). As compared to the other teachers, her students were relatively more outspoken.

For the non-verbal behaviours, the classrooms were generally disciplined and the atmosphere was enjoyable and warm. It was marked with joking and laughter. Nevertheless, we witnessed some tensions. Discipline problems were handled using different techniques. For instance, a student who was using his telephone was told off by the teacher telling him that he was "*childish*". She punished him and his peer by making them stand by the corners at the back of the classroom. This procedure instigated laughter and the punished students were doing humorous movements although the teacher tried to appear taking things seriously. She also resorted to changing other students' seating several times. The teacher spoke with high intonation especially with the second class.

Salima stayed by the desk most of the time making herself non-approachable. She rarely walked around the rows. Other non-verbal behaviours were observed such as knocking on the desk to stop students from making noise, hand clapping to stop students from writing in their copy-books and to gain their attention again. She used higher intonation to be heard by the student sitting at the back of the classroom. This was more noticeable with the second class. This may be due to large class effect (38 students whereas the first class had only 25). The second class was noticeably marked by higher noise and some of the students were not wearing school overalls.

Amin is the one who used the ideas of the students most. He used 6% of the observation period in either accepting or using students' ideas in discussions. He wrote their ideas and answers on the board. At other times, he elaborated on students' ideas. Of all observed teachers, he also occupied the highest rate of lecturing (39.9%) and the lowest rate of criticizing or justifying authority (1%). He was not significantly different from the other teachers in the other categories.

For the nonverbal behaviours, Amin used body gestures and facial expressions in his explanations. He moved in the front of the classroom and between the rows. He wasn't wearing his overall the day of the observation. There was also laughter in his classrooms. No discipline problem was witnessed during the observation period.

### **B) Observing Teachers of the Secondary School in Djelfa:**

Observing female and male teachers in two different classes in Djelfa has helped us gain insights on their leadership conduct.

Table 3-4 compares female and male teachers observed in two different classes in Djelfa:

Pattern	Mounira		Youcef	
	Class 1	Class 2	Class 1	Class 2
<b>1. Accepts Feelings</b>	0	0	0	0
<b>2. Praises or Encourages</b>	24	7	0	6
<b>3. Accepts or uses ideas of students</b>	3	5	6	7
<b>4. Asks Questions</b>	50	47	82	13
<b>5. Lecturing</b>	135	96	94	151
<b>6. Giving Directions</b>	12	2	6	13
<b>7. Criticizing or Justifying Authority</b>	10	19	52	33
<b>8. Student talk—response</b>	59	97	12	87
<b>9. Student talk—initiation</b>	5	0	6	16
<b>10. Silence or confusion</b>	92	117	132	64
<b>Total</b>	390	390	390	390

Table (3-4): Frequency of Patterns in Djelfa

Similarly to the findings in Algiers setting, we did not mark any conduct that may be considered as accepting feelings. For the second category, the male teacher did not praise or encourage any student in the first class but did that 6 times with the second. An interesting discrepancy is also apparent in the other categories. With the second class of the female teacher, we notice the absence of category 9 (students' initiation). There is also another discrepancy in giving directions. The female teacher gave more directions with the first class than with the second. For the male teacher, silence or confusion were less with the second class than with the first.

For categories (6) and (7), giving directions and justifying authority are significantly high in the male teacher's classes. The female teacher used less of these categories. By contrast, category (2) (praising and encouraging) is used more with the female teacher. This may reflect emotional difference as far as gender is concerned.

The female teacher in Djelfa (Mounira) is generally not different from the other teachers in Algiers. The most recurrent conduct is lecturing and asking questions.

Students talk occupied a minute percentage. She also did not use or accept the ideas of the students very often.

What was observed also is that Mounira showed enthusiasm in the classroom while she was explaining. She was full of energy most of the observed time. She dealt with discipline problems in a different way. She punished the troublesome and noisy students for making noise by taking some mark off their test results.

On the other hand, she was more approachable to her students and walked to their seats very often to check their answers and discuss with them. She also knocked on the desk and on the board to stop students and call for their attention. She also pointed her finger to tell which student will answer the question.

The male teacher, Youcef, started his lesson by writing on the board. He used coloured markers on the board and wrote information about the lesson (unit title, sequence, rubric, date...). He then called the roll to check attendance. His voice was relatively low and did not use high intonation. To stop students from talking and making noises he knocked on the desk with his hand many times.

Interestingly, the students of the second class seemed motivated. This may be due to their specialism. They are majoring in foreign languages and English is very important for them. Students were murmuring questions which were hardly audible to us. Students were using their mother tongue Arabic to ask questions about the lesson to each other. When the teacher was outside talking with his colleagues, most of the students were discussing the exercise given. In addition, a higher number of students participated in the lesson (87 response and 16 initiations).

The teacher told jokes at times and there was laughter. We witnessed a discipline problem. It was again a student who was playing with his cell-phone. After discovering that, the teacher ordered the student to leave the classroom but the student refused. It is only after effort and time that the student went out. The teacher insisted that student leaves and warned him of repercussions so the student finally went out angrily.

**C. Directness vs Indirectness Ratios:**

The amount of authority (directness) vs. lack of authority (indirectness) is obtained by comparing the sum of categories: (5), (6), and (7) divided by categories (1), (2), (3) and (4). The total of the frequencies is converted into percentage by dividing these frequencies by total teacher talk time which is the total of the seven categories' periods (390).

Table (3-5) below displays the percentage of direct and indirect influences:

		Algiers		Djelfa	
		Male	Female	Male	female
Direct Influence	Lecturing	67.2%	67.4%	75.4%	66.8%
	Giving directions				
	Criticizing or Justifying Authority				
Indirect influence	Accepting Feelings	32.8%	32.6%	24.6%	33.2%
	Praising or Encouraging				
	Accepting / Using Ideas of Students				
	Asking Questions				

Table (3-5) direct and indirect influence percentages

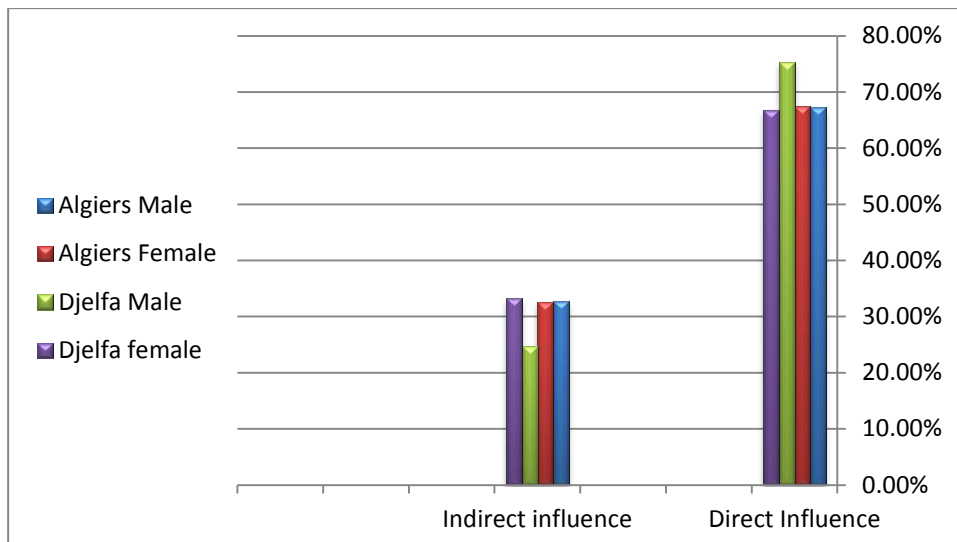


Figure (3-2): Direct and Indirect Influence Percentages

As shown in the table and figure above, all the four teachers used most of their time in exercising a direct influence on students. Democratic leaders would rather exercise an indirect influence. Interestingly, there is no statistically significant difference between the four teachers. The male teacher from Djelfa (Youcef) used 75.4% of his talk time either in lecturing, giving directions or criticizing /justifying authority. Thus, his teaching was prescriptive most of the time. Similarly, the other teachers (Mounira, Amin and Salima) used most of their time in exercising a formal authority.

In fact, being indirect is more difficult and requires more leadership skills but the effect is said to be deeper and long-lasting. Accepting feelings, praising or encouraging, using student ideas, asking questions pave the way to self-actualization and cultivating things from within rather than imposing them from without by lecturing, giving directions, criticizing or justifying the authority. The former caters for affective aspect of learning and gives a feeling of ownership of learning. This is in addition to learning by example rather than simply preaching or listening to the musts

and must-not's. Because, if it is about authority, students may loaf or obstinate from doing work when the teacher is not around. By contrast, teachers who make their students motivated, who gain their students' admiration, teachers who are more humane and sensitive are more likely to have the desired influence.

**D. Teacher Talking Time vs. Students' Talking Time:**

Understanding the percentage of the TTT (Teacher Talking Time) to STT (Student Talking Time) is essential for our study. It shows who dominates in the classroom. This is all the more important in EFL classrooms where students should be encouraged to use the language and talk more.

Percentage of teacher talk to student talk is the ratio of categories (1) accepting feelings, (2) praising or encouraging, (3) accepting / using ideas of students, (4) asking questions, (5) lecturing, (6) giving directions, and (7) criticizing or justifying authority by student talking categories (8) Student talk—response , (9) student talk—initiation and (10) silence or confusion. Thus, the total of these frequencies is converted into percentages by dividing it by the total talking time which is 780 observational period.

The following table displays these percentages:

		Algiers		Djelfa	
		Male	Female	Male	female
Teacher Talk	Accepting Feelings	70.4%	56.3%	59.4%	52.6%
	Praising or Encouraging				
	Accepting / Using Ideas of Students				
	Asking Questions				
	Lecturing				
	Giving directions				
	Criticizing or Justifying Authority				
Students' Talk	Student talk—response	29.6%	43.7%	40.6%	47.4%
	Student talk—initiation				
	Silence or confusion				

Table (3-6): Percentage of Teacher Talk time to Student Talk Time

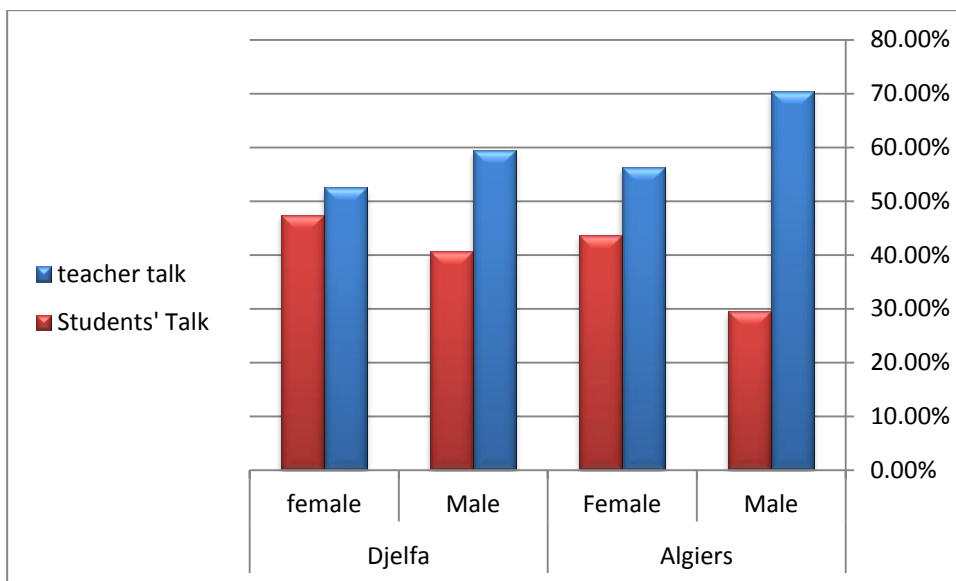


Figure (3-3): ratios of Teacher Talk to Student Talk

From the table and the figure above, we notice that all the observed teachers made most of the talk in their classrooms. With the male teacher in Algiers, the rate of TTT attained 70.4% of the forty minutes, the period observed. It ranged between 52% and 59% with the other teacher. It is now insightful to understand what type of students talk was encouraged and the level of predictability of students' responses.

#### E. The type of Students talk:

Predictability of student responses is essential to know the level of freedom and risk-taking allowed by the teacher. The nature of students talk can be analysed to find out whether students are encouraged to take initiative and whether the atmosphere is relaxed and non-threatening:

	Algiers		Djelfa	
	Male	Female	Male	female
Student talk: responses	48.5%	31.1%	31.2%	42.2%
Student talk: initiation:	5.2%	7.0%	6.9%	1.4%
Silence or confusion:	46.3%	61.9%	61.8%	56.5%

Table (3-7) Type of Student Talk

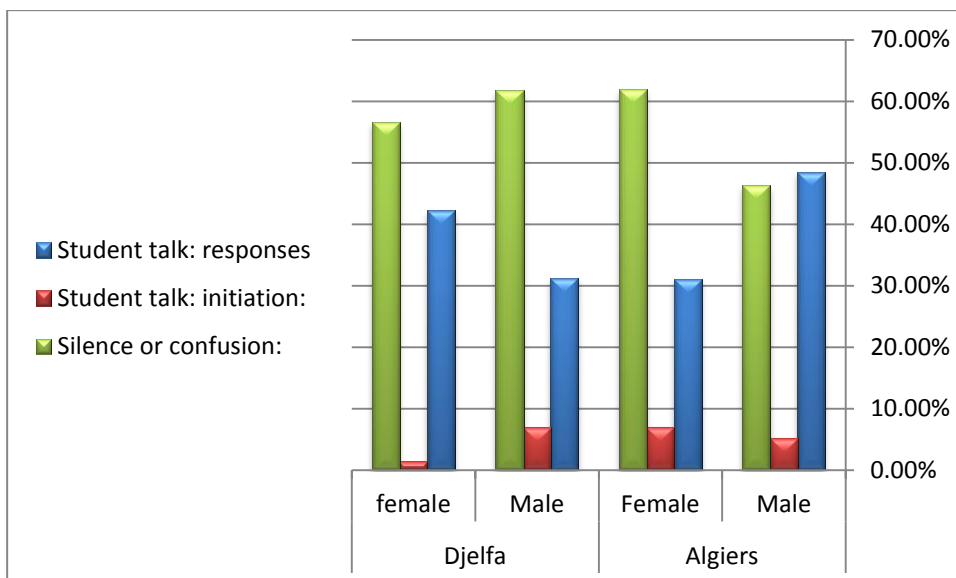


Figure (3-4) the Type of Student Talk

As mentioned before, student activity amounted only to lesser portions of observation time. Table (3-7) and figure (3-4) show that most of STT is either silence or confusion. For predictability of student responses, most of student talk is responses to teacher's questions (between 48.5% and 31.1%). Thus, we notice high predictability of responses. Students do not tend to bring up their own ideas. Nevertheless, this may not be due to the level of freedom or risk-taking allowed by the teacher but may be due to students' inability to express themselves in English. This may also be socio-cultural. Our Algerian culture encourages listening. It also considers many forms of intervention and questions as disrespectful. It gives a high respectful position to teachers and that may preclude many students from objecting or dialoguing with them. The good student is often described as the one who sits calmly and follows instructions obediently.

## F. Positive reinforcement and Negative Reinforcement Ratios:

Teacher's reaction to students' responses and initiations is important as it reflects his/her emotional intelligence capabilities and encouraging attitude. A leader would communicate and express optimism and positivity towards students.

To identify the kind of feedback provided by teacher to students' responses and behaviours in the classroom, the sum of categories: (1) accepting feeling; (2) praising or encouraging, and (3) accepting/ using students' ideas was divided by the sum of (6) giving directions and (7) criticizing or justifying authority.

Table (3-8) shows percentages of positive reinforcement to negative one:

	Algiers		Djelfa	
	Male	female	Male	Female
Positive Reinforcement	51.3%	36.5%	15.4%	47.6%
Negative Reinforcement	48.7%	63.5%	84.6%	52.4%

Table (3-8): Positive Reinforcement and Negative Reinforcement

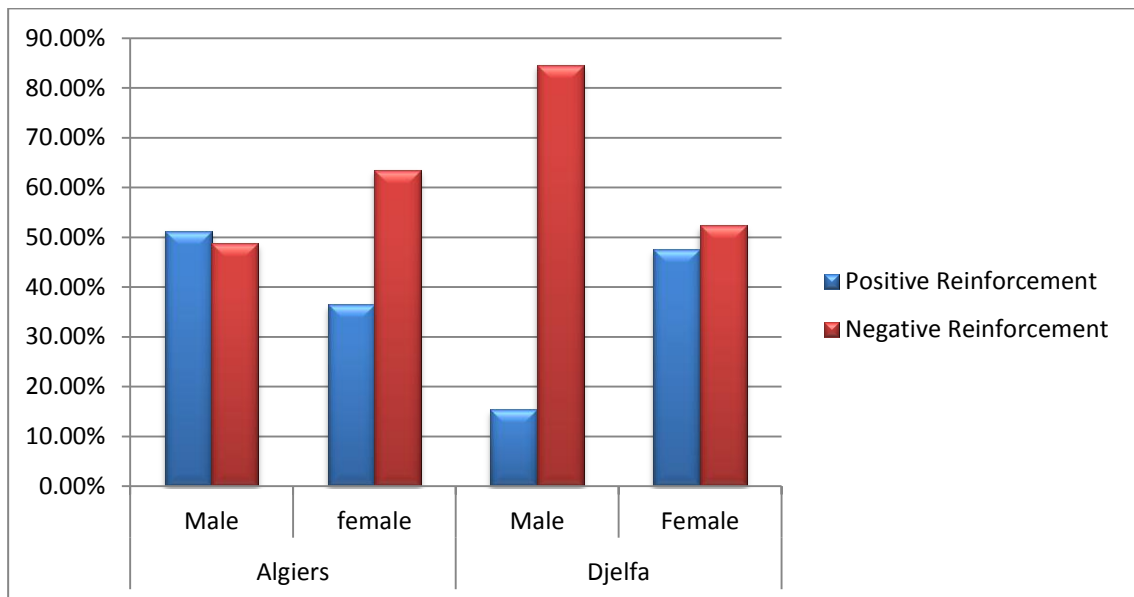


Figure (3-5): Positive Reinforcement and Negative Reinforcement

Table (3-8) indicates that there are discrepancies between the four teachers. Figure (3-5) shows clearly that most of the teachers were more negative than positive in their feedback to students' responses and behaviours. The male teacher in Algiers was the exception in praising and encouraging or using ideas of students rather than criticizing or justifying authority or giving directions. This was also observed in correcting students without tone or words of criticism. The kind of feedback in this case is very positive and sensitive.

### **3.1.3. Summary of Observation Findings:**

As is clear from the results discussed above, the observed teachers were more direct in their influence. The prevalent behaviours were lecturing and giving directions. In addition, the percentage of teacher talk to student talk is about the same with all observed teachers. The teachers dominated and student –student's talk was less valued in their classes. Most teachers relied on whole-group activities that allowed them to stay in charge of all the students.

Absence of category (1) i.e. accepting feelings by all teachers shows that teachers do not give emotional and psychological aspects much importance in the classrooms though the affective aspects are as important as the other cognitive aspects. This is also obvious in the type of feedback teachers provide. The negative reinforcement outweighed the positive one. Teachers over-concentrated on cognitive aspects and neglected emotional ones which are as important. Creating the environment that encourages learning and inspires and strengthens self-confidence is highly important. Inspiring and motivating is a leadership skill that is difficult yet very important for teachers.

Another important thing is that teachers were not approachable in general. Most of the teachers stayed on their upper stages and rarely moved towards the rows. This gives a sense of distance and superiority. Lack of options in activities was also observed. Students did not make decisions about anything. The teacher showed how the task is done and decided on the timing and the other details.

Notwithstanding, some of the teachers were dialogical. The problem with most of the dialogues, however, is that they are at times incomplete. The teacher asks questions and is sometimes the one who answers. They were one way dialogues. When students answered, absence of encouragement and feedback was also observed. At times, the teacher moved to another question or started lecturing without commenting on students' responses at all.

Interestingly, teachers dealt with different classes in different ways. A teacher may be lenient with one class community and stringent with another one. He/she may be more direct with one less direct with another. Everything is relative and circumstantial and this was clear in the analysis.

Large class size also influenced teachers' way of dealing with students. Large classes led to some behavioural problems and they were less manageable. For instance, the female teacher in Algiers was humane and sensitive with the first class and used more intonation and words of criticism with the second larger class. Large classes represent heavy loads on teachers; Levels of noise and conflicts arise as students are more numerous and teacher control and ability to reach out is limited. On the other hand, teachers in large classes have less time to dedicate to each student's participation and monitoring.

### 3.2. Results of the Questionnaires:

The purpose of the questionnaire was to gauge students' opinions and perceptions concerning their teacher's leadership style. It is to triangulate what is observed and obtained from the interviews. After observation, we administered the set of questionnaires to the students. The sample comprised a group of 10 students randomly selected from each observed class (every third student from the list was selected). The purpose is to gauge the attitudes and general perceptions of students towards their teacher's leadership.

The questionnaire instrument was a two-page survey consisting of 31 items based on 5-point Likert scale (1 indicated *strongly disagree* and 5 noted *strongly agree*). The questionnaire is entitled: "*Students' Perceptions of Leadership Practices*" (appendix A). It is a modified version of the "*Teachers' Perceptions of Leadership Practices*" developed by Burns, Gwen & Martin (2010). The student who strongly agrees on a positive attitude statement will rate 5, agrees 4 and so forth, and vice versa for the negative statements. The totality of the copies distributed was 80 copies. If an item is not ticked, the value of 'no response' is attributed to it.

There are four distances in a 5 points Likert scale. The length of the distance is then  $4/5$  i.e. 0.8. This gives us the following table:

	<b>The Mean</b>	<b>The General Tendency</b>
1	From <b>1</b> to <b>1.79</b>	Strongly disagree
2	From <b>1.8</b> to <b>2.59</b>	Disagree
3	From <b>2.6</b> to <b>3.39</b>	Neutral
4	From <b>3.4</b> to <b>4.19</b>	Agree
5	From <b>4.2</b> to <b>5</b>	Strongly agree

Table (3-9) the Means and their Corresponding Tendencies (Adapted from: Ezz عز)

(عبد الفتاح 2008: 541)

Table (3-9) shows the lowest and highest values of the mean with their corresponding tendency. Thus, if the mean of the item or the subscale is between and 1 and 1.79, this signifies that the student strongly disagrees with the statement(s). The student disagrees if the mean of the item is between 1.8 and 2.59. The student is neutral with a statement that scores a mean between 2.6 and 3.39. Agreement is attributed to a statement if the mean is between 3.4 and 4.19. If the mean is more than 4.2, the student strongly agrees with the item.

Within leadership, the subscales of : emotional intelligence, trust and optimism, intentionality, risk-taking, modeling the way, cooperative decision-making, respect, and perceived effectiveness are gauged.

### 3.2.1. Reliability of the Questionnaire Items:

To assure reliability, an Alpha coefficient test was established using the SPSS software. The following alpha coefficient for each of the following subscales was found:

<b>Dimension</b>	<b>Number of items</b>	<b>Reliability</b>
Emotional Intelligence traits	10	$\alpha = .642$
cooperative decision making	4	$\alpha = .670$
trust and optimism	6	$\alpha = .811$
respect:	4	$\alpha = .646$
Modeling the Way	1	NA

Risk-taking	1	NA
Intentionality	3	$\alpha = .509$
effectiveness	2	$\alpha = .742$
<b>Overall reliability</b>	31	$\alpha = .921$

Table (3-10): Cronbach Alpha Reliability Coefficient for the Subscales

Reliability of the 31 items was at a very high level ( $\alpha = .921$ ). All the subscales ranged from acceptable to very high. Intentionality plays a minimizing effect of reliability as it scored the lowest level:  $\alpha = .509$ . For risk-taking and modeling the way, no coefficient can be established because we have only one statement for each subscale.

In order to obtain a general understanding of the data, we counted the mean of the overall questionnaire and the individual subscales using the SPSS method. The mean provides a measure of central tendency. The tables below showing the results obtained from the SPSS are modified for better readability.

### 3.2.2. Respondents' Gender:

	Frequency	Percentage
Valid Male	30	37.5
Female	42	52.5
Total	72	90.0
Missing no response	8	10.0
Total	80	100.0

Table (3-11): Respondents' Gender

Figure (3-11) displays the proportion of male and female respondents and those who did not answer the item of gender.

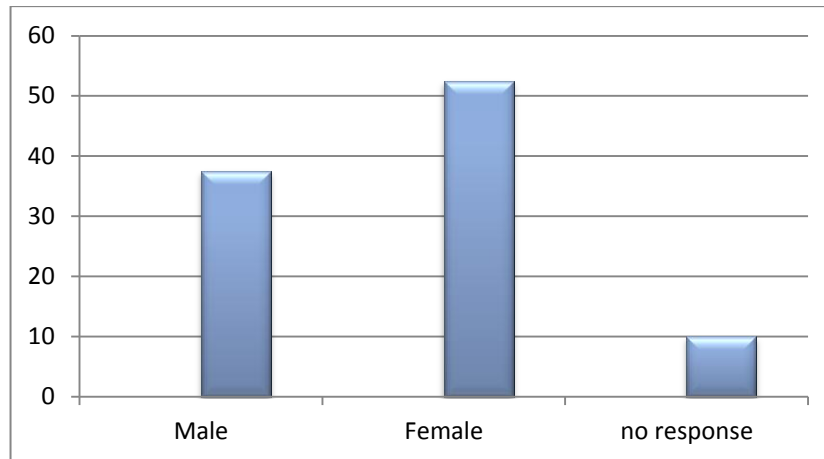


Figure (3-6) Respondents' Gender

The data presented in table (3-11) and figure (3-6) show the percentage of respondents' gender. It is clear that the majority of the respondents were female (52%). Some of the respondents did not respond to this item (10%).

### 3.2.3. The General Tendency of the Respondents:

The following table displays the number of respondents to each questionnaire item in addition to the missing responses. The mean is displayed to identify the general tendency according to table (3-9) mentioned before.

The Statements	N	Miss	Mean	Tend
Demonstrates a belief that students are responsible and capable	79	1	3.37	Neutral
Creates a climate of trust	79	1	3.30	Neutral
Makes a special effort to learn names and information about students	78	2	4.00	Agree
Uses sarcasm, name-calling and negative statements	76	4	3.61	Agree
Often causes others to feel stressed	77	3	3.71	Agree
Demonstrates optimism	79	1	3.59	Agree
Expects high levels of performance from students	77	3	3.59	Agree
Is resistant to innovation	77	3	3.76	Agree
Makes an intentional effort to provide necessary instructional materials	78	2	3.20	Neutral
Creates a climate of collaboration and shared decision-making	80	0	3.10	Neutral
Encourages cooperation rather than competition	80	0	3.11	Neutral
Expresses appreciation for students' presence and participation in classroom	78	2	3.55	Agree

Offers constructive feedback for improvement in a	78	2	3.26	Neutral
Cares about students	79	1	3.44	Agree
Takes time to talk with students about their out-of school activities	78	2	2.85	Neutral
Listens to students	79	1	3.55	Agree
Communicates expectations for high academic performance from students	78	2	3.61	Agree
Views mistakes as learning experiences	78	2	3.60	Agree
Shows insensitivity to the feelings of students	79	1	3.26	Neutral
Models values, attitudes that encourage others to improve their skills/abilities	79	1	3.62	Agree
Demonstrates a lack of enthusiasm about his or her job as a teacher	79	1	3.11	Neutral
Fails to follow through some tasks	79	1	3.50	Agree
Appears to view being a teacher as a position of service to others	76	4	3.59	Agree
Makes an intentional effort to treat others with trust and respect	79	1	3.72	Agree
Delegates authority and responsibility when	77	3	3.70	Agree
Is impolite to others	80	0	3.71	Agree
Has a sense of mission which he or she shares with others	79	1	3.72	Agree
Expresses appreciation for a job well done	79	1	3.73	Agree
Treats each student as a unique individual	78	2	3.28	Neutral
How do you classify the overall teaching effectiveness of your teacher?	78	2	3.38	Neutral
How do you rate your teacher's effectiveness compared to other teachers?	76	1.00	3.36	Neutral
Overall tendency	3.47			agree

Table (3-12): Respondents Attitudes towards their Teacher's Leadership

On a 5 points Likert scale, a mean of 3.47 means that students generally agree on considering their teachers as participative leaders (*see* table 3-9). The general tendency of students oscillates between agreeing and being neutral vis-à-vis the statements of the questionnaire. This reflects favourable perceptions to some extent. More details about students' perceptions concerning the leadership characteristics of their teacher are stated below.

### A) Emotional Intelligence:

The first category of statements revolves around emotional intelligence traits. Emotional intelligence is highly significant for the leadership of the teacher, especially when dealing with adolescents who require emotionally intelligent teachers; teachers who are able to motivate, inspire and encourage in addition to those who are able to control their own emotions as teachers and not overreacting. Statements (5), (12), (14), (15), (16), (19), (21), (22), (28), and (29) collected information about the latter as table (3-13) below shows:

Emotional intelligence	S.Dis	Dis	Neut	Agree	S.Ag	Mean	Tend-
Frequency	N°	N°	N°	N°	N°		
Percentage	%	%	%	%	%		
(5) Often causes others to feel stressed.	1	17	12	20	27	3.714	Agree
	1.3	23.8	22.5	10	37.5		
(12) Expresses appreciation for students' presence and participation in classroom.	10	7	16	20	25	3.551	Agree
	12.5	8.8	20	25	31.3		
(14) Cares about students.	10	17	8	16	28	3.443	Agree
	12.5	21.3	10	20	35		
(15) Takes time to talk with students about their out-of school activities.	27	11	9	8	23	2.859	Neutral
	33.8	13.8	11.3	10	28.8		
(16) Listens to students.	9	10	10	28	22	3.557	Agree
	11.3	12.5	12.5	35	27.5		
(19) Shows insensitivity to the feelings of students.	14	15	11	14	25	3.26	Neutral
	17.5	18.8	13.8	17.5	31.3		
(21) Demonstrates a lack of enthusiasm about his or her job as a teacher.	18	11	13	18	19	3.11	neutral
	22.5	13.8	16.3	22.5	23.8		
(22) Fails to follow through some tasks.	6	18	15	10	30	3.50	Agree
	7.5	22.5	18.8	12.5	37.5		
(28) Expresses appreciation for a job well done.	9	6	7	32	25	3.73	Agree
	11.3	7.5	8.8	40	31.3		
(29) Treats each student as a unique individual.	15	12	9	20	22	3.28	neutral
	18.8	15	11.3	25	27.5		
<b>Total</b>	<b>Mean: 3.393</b>					<b>Neutral</b>	

Table (3-13): Statements related to emotional intelligence

As is shown in table (3-13) above, students were neutral concerning their teachers' emotional intelligence traits. They nevertheless agreed that their teacher provided a stress-free environment and a relaxed atmosphere. Students who disagreed were the minority. Students thought that their teachers do care about their presence and participation. They agreed with statement (12) and (14). Nevertheless they were undecided about statements (15), (19), (21) and (29). This indicates that their teachers do not demonstrate strong practices of sensitivity and care (statements 15, 19, and 29), and enthusiasm (statement 21). The majority strongly disagreed that their teachers take time to talk with them about their out of school activities. A teacher who talks with students about their extra-curricular activities shows that he/she cares about students' well-being and deals with them as people. However, listening to students marked agreement. It is a trait that shows that the teachers care and are humane and sensitive. The negative statement of showing insensitivity marked neutral value. For the statement: *"treats each student as a unique individual"*, students were also neutral. Showing care about the uniqueness of students as individuals and providing individualized support is highly required of teacher leaders.

### **B) Cooperation and Shared Decision-making:**

The second set of statements tries to gauge the characteristic of cooperation and shared decision making (statements 10, 11, 23 and 25). Table (3-14) below shows the frequencies and percentages as well as the opinion of students concerning this dimension:

Cooperative Decision-Making	S. Dis	Dis	Neut	Agree	S. Ag	Mean	Tend
Frequency	N°	N°	N°	N°	N°		
Percentage	%	%	%	%	%		
(10)Creates a climate for improvement through collaboration and shared decision- making.	16	14	16	14	20	3.10	neutral
	20	17.5	20	17.5	25		
(11) Encourages cooperation rather than competition.	13	12	19	25	11	3.11	neutral
	16.3	15	23.8	31.3	13.8		
(23) Appears to view being a teacher as a position of service to others.	8	8	14	18	27	3.59	agree
	10	10	17.5	22.5	33.8		
(25) Delegates authority and responsibility when Appropriate to provide learning opportunities.	5	6	16	30	20	3.70	agree
	6.3	7.5	20	37.5	25		
<b>Total</b>	<b>Mean: 3.371</b>					<b>Neutral</b>	

Table (3-14): Statements related to cooperation and shared decision-making

The results in table (3-14) indicate that students were neutral with statements (10) and (11). They nevertheless agreed that their teachers delegate some of the responsibilities to them. They think their teachers view themselves in a position of service and deal with them in a horizontal way. In their totality, they were neutral in considering their teachers as cooperative and encouraging to students' collaboration.

### C) Respect:

The theme of *respect* is highly significant for leaders. If the leader-follower relationship is characterized by respect, more influence is believed to take place and less discipline problems are to happen. A true leader treats people with dignity and respect, supporting their decisions, and letting them choose how to do their work. Kouzes and Posner (2002) state that leaders must understand that mutual respect is what sustains extraordinary efforts and creates an atmosphere of trust. Respect is gauged by statements 4, 13, 24 and 26.

Respect	S. Dis	Dis	Neut	Agree	S. Ag	Mean	Tend
Frequency	N°	N°	N°	N°	N°		
Percentage	%	%	%	%	%		
(4) Uses sarcasm, name-calling and negative statements.	1	19	18	8	30	3.61	Agree
	1.3	23.8	22.5	10	37.5		
(13) Offers constructive feedback for improvement in a respectful manner.	13	14	8	25	18	3.26	Neutral
	16.3	17.5	10	31.3	22.5		
(24) Makes an intentional effort to treat others with trust and respect.	11	6	8	23	31	3.72	Agree
	13.8	7.5	10	28.8	38.8		
(26) Is impolite to others.	6	10	16	17	31	3.71	Agree
	7.5	12.5	20	21.3	38.8		
<b>Total</b>	<b>Mean: 3.537</b>					<b>Agree</b>	

Table (3-15): statements related to the theme of respect

When asked whether their teachers use sarcasm, name calling and negative statements, students disagreed. Students were neutral in responding to the statement: *"offers constructive feedback for improvement in a respectful manner"*. The overall mean of this dimension is 3.53 that corresponds with agreement.

Respect is important in the relationship between the leader and the followers. It is thanks to the leader's emotional intelligence and image that he/she gains respect among his/her followers.

#### D) Trust and Optimism:

As aforementioned, a true leader *"has the required ability to build trust and develop rapport and skills and confidence in others."* (Searby, and Shaddix, 2008: 36).

The other set of statements tries to find out whether the teacher communicates a feeling of trust and optimism to the students (statements 1, 2, 6, 7, 17 and 18):

Trust and Optimism	S. Dis	Dis	Neut	Agree	S. Ag	Mean	Tend
Frequency	N°	N°	N°	N°	N°		
Percentage	%	%	%	%	%		
(1) Demonstrates a belief that students are	15	10	7	24	23	3.37	Neutral

responsible and capable.	18.8	12.5	8.8	30	28.8		
(2) Creates a climate of trust.	12	12	16	18	21	3.30	Neutral
	15	15	20	22	26.3		
(6) Demonstrates optimism.	8	8	17	21	25	3.59	Agree
	10	10	21.3	26.3	31.3		
(7) Expects high levels of performance from students.	10	12	8	16	31	3.59	Agree
	12.5	15	10	20	38.8		
(17) Communicates expectations for high academic performance from students.	6	7	23	17	25	3.61	Agree
	7.5	8.8	28.8	21.3	31.3		
(18)Views mistakes as learning experiences	7	10	14	23	24	3.60	Agree
	8.8	12.5	17.5	28.8	30		
<b>Total</b>	<b>Mean: 3.577</b>					<b>Agree</b>	

Table (3-16): statements related to trust and Optimism

Trust and optimism are important factors and are complementary to the previous characteristics. A true leader deals with his followers in a caring attitude as aforementioned. His/her aim is creating self-esteem and self-confidence in the learners. Visionary leaders create high standards of performance and achievement and hold positive vision, inspiring hope and determination amidst followers. Doing so indicates that the teacher is a theory (y) manager who bears presuppositions related to the ability of the followers to assume responsibility and deserve trust. As mentioned in the first chapter, participatory leaders communicate high expectations. Optimism is one of the essential traits of a leadership of trust and positive relationships.

The purpose of the statements is to find out whether the teacher believes that students are capable and responsible so that they can be autonomous and empowered.

As far as trust and optimism are concerned, the students generally agreed that their teachers are optimistic and that they have communicated to them that they believe in them and trust them. However, students were neutral about the first statement: *Demonstrates a belief that students are responsible and capable*, and the second statement: *Creates a climate of trust*.

**E) Risk-taking:**

Teachers need to encourage learners to try new things. They need also to use innovative techniques in their lessons challenging the constant conditions. Statement 8 gathers data about risk-taking.

Risk-taking	S. Dis	Dis	Neut	Agree	S. Ag	Mean	Tend
Frequency	N°	N°	N°	N°	N°		
Percentage	%	%	%	%	%		
Is resistant to innovation	3	14	14	13	33	3.766	Agree
	3.8	17.5	17.5	16.3	41.3		

Table (3-17): The statement related to risk-taking.

This statement gathered data on teacher's creativity and willingness to try new things. Interestingly, many students (33) strongly agreed that their teachers like innovation and breaking the routine of the usual exercises and practices. The mean of the responses was at 3.76 which means that students agreed with the trait of risk-taking.

**F) Intentionality:**

For the theme of intentionality, statements (3, 9 and 27) ask the question of whether the teacher makes intentional efforts to achieve the shared vision and mission and to show that he/she cares:

Intentionality	S. Dis	Dis	Neut	Agree	S. Ag	Mean	Tend
Frequency	N°	N°	N°	N°	N°		
Percentage	%	%	%	%	%		
(3) makes a special effort to learn names and information about students	7	5	9	17	40	4	Agree
	8.8	6.3	11.3	21.3	50		
(9) Makes an intentional effort to provide necessary instructional materials.	17	12	12	12	25	3.20	Neutral
	21.3	15	15	15	31.3		
(27) Has a sense of mission which he or she shares with others.	10	4	14	21	30	3.72	Agree
	12.5	5	17.5	26.3	37.5		
<b>Total</b>	<b>Mean: 3.664</b>					<b>Agree</b>	

Table (3-18): statements related to intentionality

The students agreed with statements (3) and (27). They were neutral concerning the statement: *"makes intentional effort to provide necessary instructional materials"*. All in all, students agreed that their teachers make intentional efforts and show caring.

### G) The Teacher as a Role Model:

As stated previously, teacher leaders create standards of excellence and then set the example for others to follow (Kouzes & Posner, 2002:4). Statement 20 tries to find out whether the teachers model the way and provide example for the students to follow.

Modelling the Way	S. Dis	Dis	Neut	Agree	S. Ag	Mean	Tend
Frequency	N°	N°	N°	N°	N°		
Percentage	%	%	%	%	%		
(20)Models values, attitudes, and beliefs that encourage others to improve their skills/abilities.	5	10	20	19	25	3.62	agree
	6.3	12.5	25	23.8	31.8		

Table (3-19): the statement related to modelling the Way

Responses to this statement confirm that students agree that their teachers are their role models. 25 students out of 79 who respond to this statement strongly agreed with the statement.

### H) Perceived Effectiveness:

Finally, two statements (30 and 31) ask respondents to rate the general effectiveness of their teacher:

Perceived Effectiveness	S. Dis	Dis	Neut	Agree	S. Ag	Mean	Tend
Frequency	N°	N°	N°	N°	N°		
Percentage	%	%	%	%	%		
(30) How do you classify the overall teaching effectiveness of your teacher?	15	5	16	19	23	3.38	Neutral
	18.8	6.3	20	23.8	28.8		
(31) How do you rate your teacher's effectiveness compared to other teachers?	8	9	24	17	18	3.36	Neutral
	10	11.3	30	21.3	22.5		
<b>Total</b>	<b>Mean: 3.373</b>					<b>Neutral</b>	

Table (3-20): Statements related to perceived effective

For the two statements, the students evaluated their teachers as moderate. When they compared their English teachers to the teachers of the other subjects, their English teachers were also considered moderate.

### 3.2.4. Gender and Regional Differences:

Table (3-21) shows the differences between male and female teachers. The objective is to show any statistically significant differences.

Region	Algiers		Djelfa	
Teacher's Gender	Male	Female	Male	Female
Emotional intelligence	3.07	3.40	3.37	3.71
	Neutral	Agree	Neutral	Agree
Cooperation and shared decision-making	3.02	3.22	3.47	3.77
	Neutral	Neutral	Agree	Agree
Trust and optimism	3.14	3.45	3.48	4.06
	Neutral	Agree	Agree	Agree
Respect	3.24	3.55	3.44	4.06
	Neutral	Agree	Agree	Agree
Risk-taking:	4.3	3.95	3.20	4.40
	Strongly agree	Agree	Agree	Strongly agree
Intentionality	3.11	3.35	3.95	4.23
	Neutral	Neutral	Agree	Strongly agree
Modeling the way	3.4	3.20	3.78	4.10
	Agree	Neutral	Agree	Agree
Perceived Effectiveness	2.67	3.71	3.17	3.95
	Neutral	Agree	Neutral	Agree
General Tendency	3.09	3.41	3.49	3.90
	Neutral	Agree	Agree	Agree

Table (3-21): gender and Regional Differences vis-à-vis Students' responses

The table above shows that there is a statistically significant difference concerning emotional traits. Students' were neutral concerning males' emotional intelligence and agreed that the female teachers demonstrated emotionally intelligent practices. There is a regional difference concerning cooperation and shared decision

making. Students were neutral about the teachers in Algiers and agreed in the case of Djelfa.

Across gender and region, risk-taking marked the highest degrees. For intentionality, the teachers in Djelfa marked higher degrees than the teachers in Algiers. Interestingly, for perceived effectiveness, female teachers were perceived to be more effective than their counterpart male teachers. Students' opinions about Mounira, the female teacher in Djelfa, ranged from favourable to very favourable. She gained most of the satisfaction (mean=3.90). Students responded overwhelmingly in a positive way with all the traits. Most of her students thought that she is a risk-taker and that she makes intentional efforts to improve their levels and provide materials for them.

### **3.2.5. Qualitative Answers:**

The second part of the questionnaire elicits information about recipients' gender with two qualitative questions that allow for further comments that may not be included in the items. It also helps in gaining unpredicted answers precluded by multiple choice questions.

In an answer to the statement: "Please express your general observations about the leadership behaviours demonstrated by your teacher". Many students did not respond to this question. Some of them expressed appreciation about their teachers by saying: "*my teacher is respectful*", "*my teacher is kind and helpful*", or "*my teacher is very polite and helps us very much*". However some other responses contained criticism such as: "*the teacher does not treat us in a just way*", or "*my teacher is*

*sometimes not wise*". The overall comments were positive. Most of the students, however, left the two qualitative questions without answers.

### **3.2.6. Summary of the Questionnaire Findings:**

The findings from the questionnaire reveal some of the practices and beliefs that both teachers and students hold. The results show that the students' responses about their teachers' leadership fluctuate between agreeing and being neutral concerning their teachers' leadership. We can say that all the teachers in case were evaluated more or less positively by their students.

For questions of respect, risk-taking, trust and optimism, teachers gained the agreement of their students. Teachers shared with their students' expectation of high levels of performance and dealt with them in a respectful manner according to students' responses. When students are dealt with as trustworthy, students tend to be more responsible and capable. Moreover, if mistakes were made, they would be viewed as learning experiences. Teachers who have these characteristics aim at creating self-esteem and self-confidence in their learners.

For optimism, being positive in one's vision inspires hope and determination amidst students as aforementioned in the first chapter. The same may be said of risk-taking and modeling the way. As far as emotional intelligence, collaboration and decision-making are concerned, students were neutral. With respect to overall effectiveness, students' opinions were moderate.

The analysis revealed a significant difference between male and female teachers concerning emotional intelligence traits. Students of the male teachers were neutral about their teachers' emotional intelligence traits whereas female teachers gained

agreement. Female teachers also gained satisfaction concerning perceived effectiveness in both regions. There was also a difference in collaboration and shared decision making as far as region is concerned. Students of Algiers were neutral about their teachers' cooperation and shared decision making attitudes whereas in Djelfa students were more favourable.

### **3.3. Interviews:**

After observing the teacher for a period of 40 minutes a meeting for each teacher was organized in the staffroom for an interview. The teachers were asked the following questions:

- Please tell me a little about yourself. Education and background.
- What is your leadership role with the English language learners in your class?
- How would you describe your leadership style?
- How would you describe your classroom's climate?
- What is your role in the autonomy and the leadership of the students? and
- Is there anything else you would like to add? Something I didn't think to ask?

The aim of the first question was to gain information about the teachers' education and training especially the factors that contributed to their leadership be they formal such as leadership coaching or training or informal such as holding positions and participating in events that might have served in developing their leadership conduct. The second question aims at eliciting teachers' perceptions on their role(s) in the classroom. Teachers generally hold different perceptions concerning teachers' roles in

the classroom. As aforementioned, a participatory teacher does not perceive himself/herself as a source of knowledge and the one-and-only decision maker. Rather, participatory teachers are more of guides, counsellors and partners in decision-making. The third and the fourth questions try to obtain what key words teachers use to describe their leadership style and their classroom climate. This description is then compared with the perceptions of students and the findings of the observation procedures. Question five asks whether teachers aim at the autonomy and the ultimate leadership of the students i.e. whether they aim at the apprenticeship and the sustainability of leadership while they are leading their classes. The last question opens the space for the teachers to add what is not covered in the interview. Teachers were invited to add things we did not think of asking. The interview took about twenty minutes with each teacher (appendix D).

Interview questions investigated the beliefs teachers held. Interestingly, teachers held diverse beliefs concerning leadership based on their experiences and backgrounds. The respondents' interpretations of what the word 'leadership' means varied and every interviewed teacher had his unique definition of leadership based on his perspective.

Leadership was defined by one of the teachers as *"the capacity to manage the classroom and effectively deal with shifting circumstances"*. The male teacher from Djelfa stated: *"I don't consider myself a leader but simply a facilitator and a guide"*. Other teachers confused between leadership and management. They spoke of leadership as managing resources and relationships in their classes. As mentioned before, most of the teachers did not perceive themselves as leaders. The male teacher

in Algiers also stated: *"I have never thought of myself as a leader"*. Nevertheless they acknowledge the huge responsibilities and roles they are supposed to play.

**Interview Question 1:** Please tell me a little about yourself, your education and background?

A detailed description of their background is given in Chapter Two.

**Interview Question Two:** What is your leadership role(s) with the English language learners in your class?

Teachers' responses to this question show that they play many roles ranging from facilitating tasks, to managing resources and time. Salima, the female teacher from Algiers answered that her leadership role is to try to motivate and not obligate. However, she makes most of the decisions in order to assure that everything goes well. She also indicated that her mission is to make Algerian students capable of confronting any situation in their life, and help them be *"the ambassadors of their country respecting their values and traditions and religion. The ultimate objective is good citizenship"*.

Mounira, the female teacher from Djelfa, answered that her ultimate objective is to model a good example for her students. She is also constantly occupied by keeping discipline and respect. For her, taking the proper decisions is the character of good leaders. She takes decisions before the lesson in planning and during the lesson as well as after the lesson and modifies according to students' reactions.

**Interview Question Three:** How would you describe your leadership style?

Interestingly, all the interviewed teachers described their style as 'democratic' or 'complete democracy'. The teachers perceived themselves as open teachers who

respect criticism and invite dialogue. They said that they encourage critical thinking and initiative. One teacher described his relationship with his student as: “*an approachable friend*”. She adds: “*I usually try to settle down disputes by dialogue*”.

Youcef, the male teacher in Djelfa stated that he gives the students some of the freedom in taking some of the decisions such as choosing a partner in an exercise and choosing a topic related to the theme of the lesson.

Amin, the male teacher in Algiers said that his students are encouraged to express opinion. He, nevertheless, states that he loves “*organized students not hecklers*”. Moreover, cooperation with other teachers is for him the best way to be a better leader.

**Interview Question Four:** How would you describe your classroom's climate?

When asked about their classrooms’ climate, teachers’ responses were also similar. The male teacher in Algiers saw his classroom as a stress-free environment in which every student is allowed to participate. This was also true of the male teacher in Djelfa who described his classrooms’ climate as “enjoyable”.

Similarly, the female teachers stated that their classrooms are places where students share their comments freely. The female teacher in Algiers said that she constantly hears from students that her sessions are freer than the other sessions with the other teachers.

**Interview Question Five:** What is your role in the autonomy and the leadership of the students?

The male teacher in Algiers saw his role as encouraging autonomy, personality building, critical thinking and self-confidence. The male teacher from Djelfa said:

*"my goal is to help my students at least be better than they have been before, helping them move a step forward".* He added:

*One thing I tried recently in my classroom was to give them research topics to prepare at home and allow them to present them in front of their colleagues. That was to help them be more independent and more self-confident.*

In her answer to this question, Mounira, the female teacher in Djelfa stated that her responsibilities consist in performing her lessons professionally and managing the resources effectively. The roles of her students were asking questions and being able to present what they have learnt. She adds that teachers have to intervene and comment on students' views when necessary.

**Interview Question Six:** Is there anything else you would like to add? Something I didn't think to ask?

All teachers emphasized the fact that teachers should be given authority to make many decisions and be able to innovate. They also spoke of the class size. The female teacher in Algiers emphasized that a manageable classroom should not exceed 25 students. She also added that when teachers love the noble task of teaching they will excel as leaders. Youcef felt that it was important to be trained on communicative skills and the art of dealing with the others. He ended the interview by saying that Algerian teachers encounter many limits that impact on their performance and that of their students. For him, time constraint, and material conditions are the most important factors affecting leadership and professionalism.

From the interview procedure, we can discern the following emerging themes:

***Management vs. leadership:*** the definition of leadership was somehow problematic and at times, it was confused with management. Teachers find the word

‘leader’ a big word that a teacher is not to have. Teachers tend to downplay their role(s) to being simply facilitators or counsellors. Teachers view their role most of the time as managing discipline and resources. Teachers tended to downplay their role(s) to being simply managing discipline and resources. This brings us back to the management model where management of the ‘here and now’ is the objective while leadership is a future-oriented practice. They however acknowledge the fact that they have to act as role-models for students to follow.

***Empowering students is a highly important objective:*** all teachers acknowledged that empowering students and building their personalities in order to make them self-dependent and autonomous was one of their most important roles. They were all aware that teaching how to fish rather than simply giving the fish is what is required of them. The female teacher in Algiers went beyond enabling students to speak the language to infusing students with values of citizenship and nationalism.

***Dialogic Education:*** The interviewed teachers shared a keyword in describing their leadership styles and classrooms’ atmosphere. They all tended to use the word democratic. They viewed learning as a shared activity in which students can contribute a lot in building knowledge and making decisions. They solve conflicts by dialogue serving as approachable friends. Nevertheless, some of them stated that it is their responsibility to make most of the decisions stating that this “ensures” that everything goes well. Some of them stated that they have to impose discipline, respect and organization rather than heckling comments.

***Freedom and risk-taking:*** most of the teachers stated that they support a considerable amount of freedom in their classes. They valued the importance of

letting students voice up their ideas and opinions. They also welcome expressing opinion and criticism. Critical thinking is to them a highly coveted skill. They said they encourage risk taking in allowing students to choose innovative topics and present in front of their colleagues.

***Enjoyable Atmosphere:*** The teachers described their classrooms' atmosphere as stress-free and enjoyable trying to motivate and not obligate by incorporating joking and play into their ways of teaching. The desired relationship is characterized by warmth and respect.

***Cooperation:*** The word cooperation was less recurrent in their answers. They nevertheless see themselves as facilitators of collaborative work. They see as professional development and learning with colleagues a key element towards more positive roles they can play.

In addition, all teachers agreed that their autonomy is prerequisite and that many objective factors determine their work. Material conditions were described as determinant of the atmosphere and the quality of performance.

Notwithstanding, most of the emerging themes are easier said than done. As is the case with encouraging risk-taking and innovation, in the observation sessions, students' initiation of responses and speaking freely was not a recurrent practice. On the other hand, dialogic education is also a case in point where the recurrent conduct in class was lecturing and giving directions. In delegating authority, both observation and questionnaire results show that teachers do not delegate authority in letting go very little of their authority. Teachers appeared to be dominating the classroom scenes most

of the time. As is clear from the questionnaire items related to caring and sensitivity, teachers did not treat students as unique individuals and did not take much time in speaking with students about their out of school problems. The students of the observed teachers viewed their teachers as less caring than teachers perceived themselves doing. However, students' perceptions of their teachers' leadership practices on the other themes ranged from favourable to very favourable.

### **Conclusion:**

The analysis of the data collected for this study shows that teachers as leaders gained an acceptable degree of satisfaction from their students. The teachers who participated in this study showed characteristics of risk-taking, respect, optimism in varying degrees. Surprisingly, the trait of risk-taking marked a higher score than expected while other characteristics such as taking time to talk with students about their out of school activities and collaboration had less scores. This is unexpected in an educational system where heteronomy is the case and autonomy of teachers is lacking. Furthermore, students believed that their English language teachers are moderate in effectiveness compared to the other teachers.

Observation revealed that teachers were almost direct in their influence. They used directions and lecturing in their teaching rather than indirect practices such as encouraging, asking questions or accepting feelings. As mentioned before, being indirect is more difficult and is a skilful practice that requires leadership. It requires most of all emotional intelligence and high self-awareness. It also requires teachers to give up some of their authority and share it with their students in an effort to train them in taking responsibilities and making decisions. It is believed to be long-lasting

and more effective. Patterns of lecturing, giving directions and asking questions were dominant. In addition, percentage of teacher talk to student talk is about the same with all observed teachers. Teachers' talk dominated and student –student's talk was less valued in the observed classes. Most of the teachers relied on whole-group activities that allowed them to stay in charge of all students.

For the type of feedback teachers provide, the negative reinforcement outweighed the positive one. Teachers over-concentrated on cognitive aspects and neglected emotional ones which are as important. Creating the environment that encourages learning and inspires and strengthens self-confidence is highly important. Inspiring and motivating is a leadership skill that is difficult yet very important for teachers. Another important aspect is that teachers were not approachable in general. Most of the teachers stayed on their upper stages and rarely moved towards the rows.

Large class size also influenced teachers' way of dealing with students. Large classes led to some behavioural problems and were conspicuously less manageable.

According to the data obtained from interviews, teachers explained that they did not have autonomy to develop as leaders. The programs are developed by The National Ministry of Education and they can only plan activities according to these programs. The programs are in their own right overloaded. The lack of time is also an obstacle to innovation. Teachers perceived their leadership styles as 'democratic' while observations and questionnaires do not reveal that they are that democratic. This can lead us to what we can call the illusion of democracy where teachers tend not to see their authoritarian conduct and dominating attitude as such.

*Chapter Four*

***CONCLUSIONS AND RECOMMENDATIONS***

## *Chapter Four*

### ***CONCLUSIONS AND RECOMMENDATIONS***

The reasons behind the choice of the topic were the under researched teacher leadership. Leadership is required of teachers if they are to achieve the ambitious objectives set in curricula according to the recent changes. These objectives require leadership from teachers and the apprenticeship of leadership for learners. If educationalists are to prepare productive individuals who are capable of living in a highly demanding 21<sup>st</sup> century, they have to be leaders who are able to inspire and influence. Their aim at the end is to prepare leaders skilful enough to live in this age of highly changing realities.

Educational objectives should equip the learner with skills that enable him/her for higher adaptability to shifting circumstances. It is our belief that leadership is the key to successfully cope with the demands of this highly changing and challenging world. Coping with the demands of the world, however, should not be the ultimate objective but a first step toward more skills of positive citizenship of critical thinking and the ability to change negative practices in that world. Thus, students are also entitled to be leaders and thereby it is the teachers' responsibility to pass on this leadership paving the way for the leadership apprenticeship and leadership sustainability to take place.

Both qualitative and quantitative instruments were used to answer the main research question: what leadership characteristics do Algerian teachers of English demonstrate in their classes? And the two sub-questions: How is leadership distributed

in the Algerian EFL classroom? And, to what extent is leadership enabled or constrained by our social and cultural considerations (curriculum, culture, gender...)?

Four Algerian teachers of English were observed and interviewed and a random sample of ten students from their classes was given the questionnaires. Next, the collected data were analysed. The qualitative and quantitative analyses showed that learners' perceptions of their teachers' leadership are more or less positive. The Algerian teacher of English showed the characteristics of risk-taking, respect, trust, optimism, humaneness, and leading by example. Observation, however, showed that teachers dominate and make many of the decisions in the classroom. Their dominating pattern is lecturing and giving directions. Little dialogue happened in their classrooms and affective aspects were in very minute ways. Paradoxically, teachers perceived themselves as dialogic and participatory, leaving room for students to voice up their opinions and ideas while their students believed that their teachers are their role models showing the characteristics of respect, risk-taking, trust and optimism in varying degrees.

The following implications for policy and practice may be elicited from both the literature review and the findings of the study:

#### **4.1. Implications for Policy and Practice:**

We hope that this research will contribute to improving teaching practice and educational policy.

- Based on the observation findings, teachers are advised to maximize the positive patterns such as praising and encouraging students and using their ideas in their classes. This can be done by inviting students' contributions and

trying to maximally use students' ideas acknowledging their successes and tolerating their failures. What is recommended is correcting students without intonations or words of criticism. It is the job of the teacher to make students more open and more outspoken. Teachers may do so by giving questions that try to get open-ended and divergent responses in a relaxed atmosphere.

- Acknowledging students' participation makes the first step towards trust and mutual respect. This paves the way towards less behavioural problems and disputes. On the other hand, teachers are also advised to minimize negative patterns such as justifying authority, giving commands and lecturing. This can be done by using the FIA or other protocols as feedback procedures. Teachers' self-observations using video-recording devices or peer observation is highly important for growth and self-awareness. This reflection enables teachers to engage in self-evaluation and discover their leadership style and make changes accordingly.
- Pre-service and in-service training and coaching of teachers on the basics of leadership and management is a prerequisite. Teacher preparation programs should contain leadership component in their theoretical and practical parts (e.g. team building, motivation theories, organizational behaviour, group dynamics... etc.). In-service leadership coaching and peer coaching may also be useful. Notwithstanding, teachers need to be given some responsibilities over their teaching. Teachers' autonomy is a prerequisite in any leadership endeavour. This can be done by allowing teachers to experience opportunities of leadership that will render them be creative and risk-takers. Teacher unions,

development association and participation in other administrative positions support and develop teachers' leadership abilities.

- Participating in extra-curricular activities such as clubs and sports provide rich and powerful experiences for leadership apprenticeship both for teachers and students. Little (to appear), speaks of the necessity to engage in action learning through the establishment of communities of practice where both teachers and students learn more social skills than traditional learning that is marked by the passivity and heteronomy. Little (ibid.) adds that languages are taught separately from their "natural" contexts of use which is against real learning. The objective of establishing communities of practice is to experience the world and engage with it as meaningful (ibid.). Such activities organised in clubs and associations engage both teachers and students in a variety of leadership activities and community service projects all of which are done in a relaxed and enjoyable atmosphere. In the same vein, Light (2006) argues that: "*membership in [the surf] clubs from an early age involves highly significant and meaningful learning and identity formation and that membership can raise civic engagement.*"(Light, 2006, in Skinner et al, 2011: 832).
- Class rules and norms in addition to the objectives can be agreed upon from the beginning of the school year, and then be displayed on a wall chart in the classroom. Learners have to participate in the creation of those rules and objectives. Under democratic leadership, students shift from being passive objects of rules to being active co-creators of them. It also trains them in

planning and acting according to strategies which are among the leadership skills that are highly required in life.

- Altering the seating arrangement to different forms allows the teacher to move around freely making him/herself more approachable is important. Unlike full-frontal classes, other seating arrangements make students feel that everyone's participation is valued and communication flows not only from the teacher to the students but from everybody to everybody.
- Democratic conduct of EFL teachers seem to increase student engagement and counter passivity. Empowerment model of distributed leadership may hopefully cater for the problem of autonomy and thereby the problem of motivation. For more democratic schooling, students need to be given a wide array of choices to choose from, in accordance with constraints. What is required is not to impose one unique vision but as many alternatives and options as possible.
- Measures of accountability should be put on the shoulders of all the participants of the educational system. In being accountable, administrators, teachers, parents and students would be more motivated, more concerned and engaged in addition to learning together responsibility and leadership.

#### **4.2. Limitations of the Study:**

Limited time was a constraint to conduct this study starting from the constraints on time of the teachers' due to their unavailability to participate in the interviews and their overloads of examinations and documentation. Cultural, political and social considerations may have also limited what is revealed to us concerning sensitive issues and concepts such as democracy, gender and leadership.

I did not use video-recording in the classroom because of the ethical, social and administrative constraints. We were required to get a written consent from each student's parent and another one from the directorate of education in each province in addition to the permission of the secondary school's administration and the teacher. Getting written consents from each parent of student is highly time-consuming and difficult. Parents are worried about that especially in this age when everything can be posted in the internet with its highly shared media everywhere.

On the other hand, accurate and truthful responses to questions concerning one's own style of dealing with learners may not be easy to get. Religious education also forbids people from criticizing and talking negatively of other people. Thus, the truthfulness of their responses is relative.

Moreover, leadership is mentioned in most of the literature as difficult to define and measure, and measuring the influence of the teachers on the leadership of the others and their autonomy is even more so.

#### **4.3. Recommendations for Further Research:**

This study may hopefully set the stage for further research. It shows the importance yet the vastness of the topic of leadership. There is no doubt that additional research is needed. Several issues are left unanswered. For example, examining the impact of teacher leadership on student outcomes (learning, achievement, autonomy, motivation...) is a potential area of study. Research questions that relate teacher leadership to students' discipline problems and behavioural referrals are also important to investigate. Teacher leaders are believed to have the capacity and the emotional

intelligence to deal effectively with discipline problems and thereby, reduce behavioural referral to administrators. Leadership can also be linked to teacher professional and personal development.

Further investigation in the area of comparative studies between primary, middle school, secondary and tertiary teachers is needed. Participatory leadership may be proved to be more effective at a certain level of education. Furthermore, what kind of educational structures facilitate shared and democratic leadership remains a concern to investigate.

Because the sample of our study was limited, additional research that widens the sample and the scope could be highly useful for more generalizability.

### **General Conclusion:**

This dissertation is based on the belief that leadership is a shared activity. The apprenticeship of leadership should be an ultimate goal of educating people. It is rooted in the dynamic nature of leading that recognizes the *"potential of all members and the necessity of all voices being valued"* (Jenlink, 2009). It tries to investigate how inclusive, participatory, and democratic the leadership of the Algerian EFL teacher is.

Unlike management, teacher leadership caters for emotional and psychological aspects of teaching, to build rapport and gain the long-lasting influence on the other which is the core mission of a visionary empowering leader. On the other hand, leadership is especially needed since it is believed to reduce discipline referrals: students will follow teachers not because they have to, but because they want to. It

increases achievement, and caters for affective factors because students are inspired by their teachers.

Undoubtedly, leadership is highly required especially in the complex and highly demanding task of leading people to acquire an FL and being open to a new culture. Notwithstanding, the aim at the end is not simply the language but what to do with that language. Leadership apprenticeship is more often than not necessary in this age of revolutions, riots and anarchy. It is needed for better citizenship, accountability and initiative in a highly changing social and political scene rendering them prepared to live in this complex world.

As far as research on leadership is concerned, great advancements have been made in other fields namely business management, military studies, psychology and sociology amongst others. We need to benefit from the advancement in leadership studies in fields where it has been researched over decades. It is our belief that leadership literature has a lot to offer to language teachers and educators at large. There are several principles from that literature that can enhance teachers' practices and there is a persistent need to establish a strong line of research on leadership in educational circles.

It is quite unfortunate that much interest has been given to leadership in other areas but little in the area of education. In English language teaching, the area of leadership remains under-researched. The few researchers who tackled the topic focused most of the time on the management paradigms and attributed leadership to the headmasters in schools. It is high time we gave the teacher a well-deserved focus.

The study has provided several recommendations such as the type of teacher training, seating arrangement and interaction that caters for an atmosphere conducive to learning and growth. It is hoped that this study will pave the way to other studies and further investigations.

The Algerian teacher of English is faced with constraints that range from heteronomy to high standardization and lack of material conditions. These hurdles make the endeavour of leading the students a highly complex task.

All in all, teachers have always been leaders whether knowing it or not, but their leadership need to be promoted and supported to guide students leadership rendering schools places for this apprenticeship.

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***APPENDICES:***

## Appendix A

### Students' Perceptions of Leadership Practices

***Instructions:***

Please rate your teacher by selecting the response for each item which best describes your own perceptions of his or her leadership behaviours. Mark only one response per item by placing an “X” in the box that best matches your level of agreement with the statement.

	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>1</b>	Demonstrates a belief that students are responsible and capable					
<b>2</b>	Creates a climate of trust					
<b>3</b>	Makes a special effort to learn names and information about students					
<b>4</b>	Uses sarcasm, name-calling and negative statements					
<b>5</b>	Often causes others to feel stressed					
<b>6</b>	Demonstrates optimism					
<b>7</b>	Expects high levels of performance from students					
<b>8</b>	Is resistant to innovation					
<b>9</b>	Makes an intentional effort to provide necessary instructional materials					
<b>10</b>	Creates a climate for improvement through collaboration and shared decision-making					
<b>11</b>	Encourages cooperation rather than competition					
<b>12</b>	Expresses appreciation for students' presence and participation in classroom					
<b>13</b>	Offers constructive feedback for improvement in a respectful manner					
<b>14</b>	Cares about students					
<b>15</b>	Takes time to talk with students about their out-of school activities					
<b>16</b>	Listens to students					
<b>17</b>	Communicates expectations for high academic performance from students					
<b>18</b>	Views mistakes as learning experiences					
<b>19</b>	Shows insensitivity to the feelings of students					
<b>20</b>	Models values, attitudes, and beliefs that encourage others to improve their skills/abilities.					
<b>21</b>	Demonstrates a lack of enthusiasm about his or her job as a teacher					
<b>22</b>	Fails to follow through some tasks					
<b>23</b>	Appears to view being a teacher as a position of					

	service to others					
<b>24</b>	Makes an intentional effort to treat others with trust and respect					
<b>25</b>	Delegates authority and responsibility when appropriate to provide learning opportunities					
<b>26</b>	Is impolite to others					
<b>27</b>	Has a sense of mission which he or she shares with others					
<b>28</b>	Expresses appreciation for a job well done					
<b>29</b>	Treats each student as a unique individual					
<b>30</b>	How do you classify the overall teaching effectiveness of your teacher?					
<b>31</b>	How do you rate your teacher's effectiveness compared to other teachers?					

**Please circle one:**

**I am a:**

**1. Male**

**2. Female**

- **Please express your general observations about the leadership behaviours demonstrated by your teacher.**

.....

.....

- **Any additional comments:**

.....

.....

**Thank you very much.**

(Adapted from: Gwen, B., and Martin, N. B., 2010)

## Appendix B

### Flanders' Interaction Analysis System

<b>TEACHER TALK</b>	<b>INDIRECT INFLUENCE</b>	<p><b>1. Accepts Feelings:</b> Accepts and clarifies the tone of feeling of the students in an unthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.</p> <p><b>2. Praises or Encourages:</b> Praises or encourages student action or behavior. Jokes that release tension, not at the expenses of another individual; nodding head and saying “um hm?” or “go on” are included.</p> <p><b>3. Accepts or uses ideas of students:</b> Clarifies, builds, or develops ideas suggested by a student. As teacher brings more of his or her own ideas into play, shift to # 5.</p> <p><b>4. Asks Questions:</b> Asks questions about content or procedure with the intent that the student answers.</p>
	<b>DIRECT INFLUENCE</b>	<p><b>5. Lecturing:</b> Gives facts or opinions about content or procedure, expresses his or her own ideas, asking rhetorical questions.</p> <p><b>6. Giving Directions:</b> gives directions, commands, or orders that students are expected to comply with.</p> <p><b>7. Criticizing or Justifying Authority:</b> gives statements that are intended to change student behaviour from unacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing in the context of what he or she is doing with extreme self-reference</p>
<b>STUDENT TALK</b>		<p><b>8. Student talk—response:</b> Talk by students in response to teacher. Teacher initiates the contact or solicits student statements.</p> <p><b>9. Student talk—initiation:</b> Talk initiated by students. If “calling on” student is only to indicate who may talk next, observer must decide whether student wanted to talk.</p> <p><b>10. Silence or confusion:</b> Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.</p>

**Information about the classroom:**

.....

.....

## Appendix C

Observer:..... School:..... Teacher: ..... session:.....

### Observational Sheet

	5			10			15			20			25			30		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		

The above observational sheet represents 90 seconds for 10 categories of FIA. Each block in observational sheet represents 3 seconds.

## **Appendix D**

### **Interview Questions**

Hello,

I want to assure you that this interview will be totally confidential and the information obtained will be available only to me. I want to ask you questions about your perception of your leadership in the classroom:

- Please tell me a little about yourself. Education and background?
  
- What is your leadership role with the English language learners in your class?
  
- How would you describe your leadership style?
  
- How would you describe your classroom's climate?
  
- What is your role in the autonomy and the leadership of the students?
  
- Is there anything else you would like to add? Something I didn't think to ask?

Thank you very much for your time.

## Appendix E

The ministerial decree containing the establishment of School Project

### الجمهورية الجزائرية الديمقراطية الشعبية وزارة التربية الوطنية

قرار رقم 17 مؤرخ في 06 جوان 2006  
يتضمن تأسيس مشروع المؤسسة  
والمصلحة وتنظيم العمل بهما

#### إن وزير التربية الوطنية

- بمقتضى الأمر رقم 76-35 المؤرخ في 16 أفريل 1976 المتضمن تنظيم التربية والتكوين المعدل والمتمم؛
- وبمقتضى المرسوم رقم 76-71 المؤرخ في 16 أفريل 1976 المتضمن تنظيم المدرسة الأساسية وسيرها؛
- وبمقتضى المرسوم رقم 76-72 المؤرخ في 16 أفريل 1976 المتضمن تنظيم مؤسسات التعليم الثانوي وسيرها المعدل والمتمم؛
- وبمقتضى المرسوم التنفيذي رقم 90-174 المؤرخ في 9 جوان 1990 الذي يحدد كفايات تنظيم مصالح التربية على مستوى الولاية و عملها المعدل والمتمم؛
- وبمقتضى المرسوم التنفيذي رقم 94-265 المؤرخ في 6 سبتمبر 1994 المحدد لصلاحيات وزير التربية الوطنية؛
- وبمقتضى المرسوم التنفيذي رقم 95-82 المؤرخ في 15 مارس 1995 المتضمن إنشاء مفتشية عامة في وزارة التربية الوطنية؛
- وبمقتضى القرار رقم 51 المؤرخ في 4 جوان 1997 المتعلق بمشروع المؤسسة واعتماد العمل به في المؤسسات التعليمية؛
- وبمقتضى القرار رقم 52 المؤرخ في 4 جوان 1997 المتضمن إنشاء اللجنة الوطنية لمشروع المؤسسة؛
- وبمقتضى القرار رقم 53 المؤرخ في 4 جوان 1997 المتضمن إنشاء اللجنة الولائية لمشروع المؤسسة؛
- وعملا بقرارات مجلس الوزراء المنعقد في 30 أفريل 2002 المتعلقة بإصلاح المنظومة التربوية؛

## يقرر ما يلي:

**المادة الأولى:** يهدف هذا القرار في إطار التشريع والتنظيم الجاري بهما العمل إلى تأسيس مشروع المؤسسة والمصلحة والزامية العمل بهما في نظام تسيير المؤسسات التعليمية في جميع مراحلها ومختلف المصالح الإدارية التابعة لقطاع التربية الوطنية.

**المادة 2:** يعتبر مشروع المؤسسة أسلوباً و منهج عمل في تسيير المؤسسات التعليمية و خطة ترسم معالم وأهداف المؤسسة وتحدد منهجية وأدوات تحقيقها في فترة زمنية معينة، يضعها أعضاء الجماعة التربوية بمساهمة جميع الشركاء مع المؤسسة، ويعملون على تطبيقها لتحقيق الأهداف التي سطرته المؤسسة لنفسها وفقاً لأولوياتها وخصوصياتها والإمكانات المتوفرة لديها، أو التي تبادر بالحصول عليها في حدود ما يسمح به القانون.

**المادة 3:** يجب أن يشكل التلميذ منطلق كل العمليات المسجلة في مشروع المؤسسة باعتباره محور العمل التربوي.

**المادة 4:** يتم العمل بمشروع المؤسسة والمصلحة وجوباً في إطار:

- المرجعية العامة التي يستند عليها العمل بمشروع المؤسسة والمصلحة؛
- الأحكام القانونية والتنظيمية الجاري بهما العمل؛
- الموارد البشرية والإتمادات المالية والوسائل المادية المخصصة للمؤسسة والمصلحة، أو التي يتم الحصول عليها في إطار القانون.

**المادة 5:** يعد مشروع المؤسسة أحد العناصر الهامة في تقييم مردود المؤسسة التعليمية وأداء موظفيها.

**المادة 6:** تتم صياغة مشروع المؤسسة في وثيقة تحت مسؤولية رئيس المؤسسة بإشراك فريق للتنشيط يختار من بين أعضاء الطاقم الإداري والتربوي والشركاء في المؤسسة.

**المادة 7:** يقدم مشروع المؤسسة — بعد صياغته إلى مجلس التوجيه والتسيير في التعليم الثانوي أو مجلس التربية والتسيير في التعليم المتوسط أو مجلس المدرسة في التعليم الابتدائي من أجل تبنيه، كما يقدم رئيس المؤسسة نسخة من المشروع إلى مديرية التربية للإستغلال ونسخة إلى المفتش الإداري للمقاطعة.

**المادة 8:** تعتبر وثيقة مشروع المؤسسة وثيقة رسمية يمكن إستغلالها من طرف هيئة التدريس.

**المادة 9:** يعد مشروع المصلحة خطة لتفعيل أدوار المتعاملين على مستوى الهيئات الإدارية في مجال التخطيط والتنظيم والتنشيط والمتابعة والتقييم.

**المادة 10 :** تقوم كل مصلحة تحت مسؤولية رئيسها بإعداد مشروعها وصياغته في وثيقة مع مراعاة خصوصياتها والإمكانيات المادية والبشرية المتوفرة لها.

**المادة 11 :** تنشأ على مستوى كل مديرية تربية لجنة ولائية لمشروع المؤسسة، والمصلحة تتولى على وجه الخصوص المهام التالية:

- ترتيب الأولويات وفق خصوصيات الولاية؛
- مساعدة رؤساء المؤسسات على إعداد مشاريع مؤسساتهم؛
- السهر على تطبيق العمل بمشروع المؤسسة ومتابعته؛
- ضمان الانسجام بين مشاريع المؤسسات ومشاريع المصالح.
- اعتماد مشروع المصلحة.
- تقديم تقرير إلى الأمانة العامة لوزارة التربية الوطنية حول مدى إنجاز العمل بالمشروع والنتائج المحققة كل سببسي.

**المادة 12 :** تتشكل اللجنة الولائية برئاسة مدير(ة) التربية من:

- رؤساء مصالح مديريات التربية؛
- مفتش التربية والتكوين ( إن وجد )؛
- مفتش التربية والتعليم الأساسي للطور الثالث؛
- مفتش التربية والتعليم الأساسي للطورين الأول والثاني؛
- مدير مركز التوجيه المدرسي والمهني؛
- مدير ثانوية؛
- مدير متوسطة؛
- مدير مدرسة ابتدائية؛
- رئيس الفيدرالية الولائية لجمعيات أولياء التلاميذ؛

كما يمكن لرئيس اللجنة الاستعانة بأي شخص من شأنه أن يقدم بحكم كفاءته فائدة لأشغال اللجنة.

**المادة 13 :** يتم تعيين أعضاء اللجنة الولائية بمقرر صادر عن مدير(ة) التربية لمدة أربع (04) سنوات ويستخلف العضو المتخلى بنفس الإجراء.

**المادة 14 :** تتكفل مصلحة التنظيم التربوي أو الدراسة والامتحانات بأمانة اللجنة الولائية.

**المادة 15 :** يقوم مفتشو الإدارة في مؤسسات التعليم الثانوي والمتوسط ومفتشو التربية والتعليم الأساسي في مؤسسات التعليم الابتدائي بالإطلاع على وثيقة المشروع والتأكد من:

- مدى احترام المرجعية العامة؛
- مدى استجابة المشروع لحاجيات المؤسسة؛
- مدى تقدم إنجاز العمليات المسجلة؛

**المادة 16 :** تنشأ على مستوى الإدارة المركزية لجنة تتكون من:

- مدير التعليم الثانوي العام (منسقا)؛
- مدير التعليم الثانوي التقني؛
- مدير التعليم الأساسي؛
- مدير التكوين؛
- مدير المالية والوسائل؛
- مدير التخطيط؛

**المادة 17:** تتولى اللجنة المذكورة في المادة 16 أعلاه حوصلة تقارير مديريات التربية وتقديمها إلى مجلس التنسيق لوزارة التربية الوطنية.

**المادة 18:** تقوم المفتشية العامة لوزارة التربية الوطنية بإعداد حوصلة تقارير المفتشين وتقديمها إلى مجلس التنسيق لوزارة التربية الوطنية كل سداسي، حول مدى تقدم العمل بمشروع المؤسسة والمصلحة.

**المادة 19:** يتولى مجلس التنسيق لوزارة التربية الوطنية دراسة حوصلة التقارير التي تعدها كل من اللجنة المذكورة في المادة 16 أعلاه، ومن المفتشية العامة.

**المادة 20:** يمكن لوزير التربية الوطنية عند دراسة الحوصلة الوطنية حول مشروع المؤسسة والمصلحة توسيع مجلس التنسيق إلى الشركاء كلما دعت الضرورة إلى ذلك.

**المادة 21 :** تلغى جميع الأحكام المخالفة لهذا القرار لاسيما أحكام القرارات رقم 51 ، 52 ، 53 المؤرخة في 4 جوان 1997 والمذكورة أعلاه.

**المادة 22 :** توضح مناشير تطبيقية عند الحاجة أحكام هذا القرار.

**المادة 23 :** ينشر هذا القرار في النشرة الرسمية لوزارة التربية الوطنية.

حرر بالجزائر في 06 جوان 2006

وزير التربية الوطنية

بوبكر بن بوييد



## Appendix F

The ministerial decree containing the establishment of school's management and orientation council

### الجمهورية الجزائرية الديمقراطية الشعبية وزارة التربية الوطنية

قرار رقم 151 المؤرخ في 1 جوان 2006... يعدل ويتمم القرار رقم 151 المؤرخ في 26 فبراير 1991 المتضمن إنشاء مجالس التوجيه والتسيير وتنظيمها وعملها في مؤسسات التعليم الثانوي.

إن وزير التربية الوطنية،

- بمقتضى الأمر رقم 76 - 35 المؤرخ في 16 أبريل 1976 و المتضمن تنظيم التربية و التكوين، المعدل والمتمم؛
- و بمقتضى المرسوم رقم 76 - 72 المؤرخ في 16 ابريل 1976 و المتضمن تنظيم مؤسسات التعليم الثانوي و سيرها، المعدل والمتمم،
- وبمقتضى المرسوم التنفيذي رقم 90-49 المؤرخ في 6 فبراير 1990، و المتضمن القانون الأساسي الخاص بعمال التربية، المعدل والمتمم؛
- وبمقتضى المرسوم التنفيذي رقم 94-265 المؤرخ في 6 سبتمبر 1994 المحدد لصلاحيات وزير التربية الوطنية؛

- وبمقتضى القرار رقم 151 المؤرخ في 26 فبراير 1991 المتضمن إنشاء مجالس التوجيه والتسيير وتنظيمها وعملها في مؤسسات التعليم الثانوي .

#### يقرر ما يلي :

**المادة الأولى:** يعدل هذا القرار ويتمم بعض أحكام القرار رقم 151 المؤرخ في 26 فبراير 1991، والمذكور أعلاه.

**المادة 2 :** تتم أحكام المادة 3 من القرار رقم 151 المؤرخ في 26 فبراير 1991 والمذكور أعلاه وتحرر كما يأتي :

>> المادة 3 : يبت مجلس التوجيه والتسيير في :

- ( بدون تغيير ) ،

- ( بدون تغيير ) ،

- ( بدون تغيير ) ،

- ( بدون تغيير ) ،

- ( بدون تغيير ) ،

- ( بدون تغيير ) ،

- ( بدون تغيير ) ،

- تبني مشروع المؤسسة بعد صياغته،

- ترقية الحياة المدرسية <<.

**المادة 3 :** تتم أحكام المادة 5 من القرار رقم 151 المؤرخ في 26 فبراير

1991 و المذكور أعلاه وتحرر كما يأتي :

>> المادة 5 : الأعضاء الشرعيون في مجلس التوجيه والتسيير

كما نصت عليهم المادة 7 من المرسوم 76 - 72 المذكور

أعلاه هم :

- ( بدون تغيير ) ،

- ( بدون تغيير ) ،

- ( بدون تغيير ) ،

- ( بدون تغيير ) ،

- مستشار التوجيه المدرسي.

- رئيس جمعية أولياء التلاميذ <<.

**المادة 4 :** تعدل أحكام المادة 16 من القرار رقم 151 المؤرخ في

26 فبراير 1991 و المذكور أعلاه وتحرر كما يأتي :

>> المادة 16 : تقوم جمعية أولياء التلاميذ المعتمدة رسميا في

المؤسسة باختيار ممثلين (2) لأولياء التلاميذ في مجلس التوجيه

والتسيير <<.

المادة 5 : ينشر هذا القرار في النشرة الرسمية لوزارة التربية الوطنية .

حرر بالجزائر في : 17 جوان 2006

الأمين العام  
وزارة التربية الوطنية

امضاء : ب. خالدي



التكوين القيادي في أقسام اللغة الإنجليزية كلغة

أجنبية في المرحلة الثانوية

دراسة مؤسستين

## ملخص:

إن تعليمية القيادة في أقسام اللغة الانجليزية كلغة أجنبية ترى أن كل الجماعة التربوية لها الحق والقدرة على القيادة التربوية، ومما لا شك فيه أن الأستاذ يمتلك القدرات القيادية وأن من بين مهامه تمرير هذه المهارات للمتعلم من أجل تمكينه من العيش حياة منتجة ناجحة، فالهدف من تعليمية القيادة هي ذاتية تعلم المتعلم وتنمية مهاراته الاجتماعية. فمن خلال وجود قائد أمامهم، يميل المتعلمون إلى تعلم المهارات القيادية من مدرسيهم سواء عن طريق التأثير أو من خلال حجم المسؤوليات والثقة الموضوعية على كواهلهم، ودرجة اشراك المتعلمين في اتخاذ القرارات، وكذلك الأنشطة التي تهدف إلى تطوير هذه المهارات والهدف في النهاية هو التعلم الذاتي والقيادة للمتعلمين.

فالتدريب القيادي هو التأثير بالقدوة ودعوة التعلم الذاتي والقيادي للآخرين من خلال تصميم المهام التي تركز على المتعلم أكثر والتي تستخدم المستويات العليا للتفكير ، واستخدام الذكاء العاطفي والمهارات الاجتماعية. وتستند القيادة على مفهوم النفوذ، وعليه فلا يمكن للتعلم القيادي أن يزدهر إلا بفضل التأثير الإيجابي الذي قد يتركه القائد على الأتباع، والإشكالية التي تحاول هاته الدراسة الإجابة عنها هي ماهية الصفات القيادية لأستاذ اللغة الانجليزية الجزائري وإلى أي مدى يشارك الأستاذ المتعلمين في صنع القرارات وتحمل المسؤوليات، كما تحاول الدراسة تقصي العوامل الاجتماعية والثقافية والسياسية لمسعى القيادة التشاركية في الوسط التربوي الجزائري. فالدراسة تتناول مبدأ القيادة التوزيعية التشاركية عن طريق دراسة مدى مباشرة التأثير الذي يمارسه الأساتذة وذلك باستخدام FIA (تحليل فلاندرز للتفاعل). وقد قمنا بتثليث أدوات البحث بقياس تصورات المتعلمين للقيادة باستخدام أداة الاستبيان، أما البيانات النوعية فقد تم جمعها من خلال أداة المقابلة.

كل من البيانات النوعية والكمية كشفت أن أساتذة اللغة الإنجليزية الجزائريين يظهرون بعض المهارات القيادية غير أن هذه المهارات تفتقر إلى كثير من مفاهيم ومكونات القيادة التشاركية، وعلى الرغم من أن نتائج الإستبيان تشير إلى أن المتعلمين عموما ينظرون إلى معلمهم كمثل، غير أن وجهات نظرهم وتصوراتهم تكشف أن العينة الملاحظة تميل إلى الحفاظ على السيطرة والهيمنة على الكثير من القرارات، أما البيانات المتحصل عليها من الملاحظة فتكشف أن معظم تصرفات العينة هي إلقاء المحاضرات وتوجيه التعليمات ، وهم بذلك يمارسون تأثيرا مباشرا بدلا من التأثير غير المباشر. بعد إجراء المقابلات، تبين أن المعلمين يميلون إلى اعتبار أنفسهم قادة ديمقراطيين، الأمر الذي لا يعكسه كثير من ممارساتهم يميل الأساتذة إلى اعتبار أنفسهم قادة تشاركيين ديمقراطيين في حين أن الممارسة في الفصل الدراسي تبين عكس ذلك.

تستشف الدراسة في الأخير أهم التوصيات للسياسات والممارسات البيداغوجية من نتائج بحثنا والبحوث والدراسات السابقة، بالإضافة إلى إقتراحات للبحوث والدراسات المستقبلية.