

# Teaching-learning Effect of Transformational Leadership in the ELT classroom: An Exploratory Study

By

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A thesis submitted to the BRAC Institute of Languages in partial fulfillment of the requirements for the degree of Master of Arts in TESOL

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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# Approval

The thesis/project titled “Teaching-learning Effect of Transformational Leadership in the ELT classroom: An Exploratory Study” submitted by

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## **Ethics Statement**

I hereby declare that the thesis entitled "Teaching-learning Effect of Transformational Leadership in the ELT Classroom: An Exploratory Study" is submitted in partial completion of the requirements for the MA in TESOL at the BRAC Institute of Languages (BIL), BRAC University. That all materials borrowed or paraphrased from other published or unpublished sources have either been put under quotation or have been properly acknowledged with full reference in the appropriate place, and that no part of this dissertation has been copied or plagiarized from published or unpublished other published work of other writers. I am aware that if it turns out that the items in this thesis were not created by me and were instead plagiarized from other sources without proper acknowledgement, my participation in the program may be terminated.

## **Abstract**

This mixed method research explores on Bangladesh's teaching and learning effect of transformational leadership in ELT Classroom in private universities. In today's world, the emerging ELT trend is to facilitate learning-centred classrooms through focusing more on students centered activities than teaching or deliver lectures only. Therefore, an English teacher or instructor plays a facilitator's role in ELT classroom. Furthermore, in a second language learning classroom, it is important to facilitate learning with learner-centred activities. A teacher can follow any ELT leadership approach into teaching-learning process of his/her ELT classroom. It is important that leadership styles are not only applied to organizations but are also effective for classroom management. Hence, the purpose of this study is to examine the transformational leadership qualities of teachers in the English language classroom setting if that have any relationship with students learning, performance, and development in the classroom. Participants are total 35 graduate students in the English language department of a university in Bangladesh who reported on their instructors' leadership style and how it helped their learning, performance, and overall development.

**Keywords:** ELT Classroom, Transformational Leadership, Learner Centered Classroom.

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# **Chapter 1**

## **Introduction**

### **1.1 Introduction**

This chapter describes background of the study, problem statement, purpose of the study, general objective and specific objectives of the study, research questions, significance of the study.

### **1.2 Background of the Study**

A leader is someone whose actions motivates followers to strive for greater goals and to dream, learn, do, and become more. A teacher is a leader to his/her students. A teacher is not the person who only make materials for the class or designs the syllabus or spends time in the class by only giving lecture about his/her course. A teacher or a mentor becomes an idol to their students. He can inspire his/her students to dream bigger and help them to learn more and support them for their entire development. Teachers are obviously leaders, and they need appropriate leadership skills for their students' betterment. But it is difficult for a teacher to know which skills they should develop or which types of skills they should practice in front of their students to lead them in the right path. Correct approach of a teacher leader can lead a students' life in the zenith of the success and wrong approach of a teacher leader can make a student frustrated also can destroy that student's life.

Many studies from different countries and cultures have found that there is a strong relationship between students' development and success with the leadership style of the teacher (Christison & Lindahl, 2009; Hargreaves & Fink, 2004; Wong & Evers, 2001). Although it is not much focused on and talked about that which leadership qualities of a teacher leader in English language classroom have a positive relationship between students' learning and development

in the classroom and which leadership style of a teacher empowering students in the class (Murphy, 2005; Stephenson, 2008). In recent years leadership has become an important topic for researchers and teachers of teaching English to speakers of other language (TESOL) programs as practicing leadership in the classroom is very vital point of teaching for a teacher. However, from the studies, it is found that there is still a lack of materials for the theoretical part and practical application of practicing leadership styles and leadership qualities of a teacher leader in the classroom of English language teaching (Coombe et al. 2008).

Bolkan and Goodboy (2010) stated some of the leadership qualities or leadership style of a teacher leader which helps students learning and foster their performance as well as development in the class of their studies. In these studies, the students described their teacher leader as showing care for his students, communicating with each of them, being enthusiastic in class, interacting with students, giving challenging different tasks, and encouraging independent thought of the students. These leadership qualities indicate a leadership style which is transformational leadership style and these transformational leadership qualities of a teacher leader positively influences students' learning outcomes in the classroom (Pounder, 2006). Judge and Piccolo (2004) stated that transformational leadership qualities practiced by a teacher leader in second language teaching classroom is more effective for teaching-learning effect because this leadership style is not commanding or authoritative. It is more understanding, encourages creativity of the followers and make followers understand the leader's goal. Both teacher leader and students understand each other and has shared same vision throughout the journey.

### **1.3 Statement of the problem**

Teacher leadership has not gotten much attention of the educators. Most of the leadership theories are used for organizational purpose. Even when it is talked about leadership theories applied to educational sector, it focused on using leadership theories in educational

organizations not in the classroom. Recently, some studies showed that organizational leadership theories, particularly transformational leadership theory, can be used in classroom activities to improve student outcomes (Baba & Ace, 1989; Cheng, 1994; Harvey, Royal, & Stout, 2003; Pounder, 2003; 2008; Walumbwa, Wu, & Ojode, 2004). Furthermore, in the English language teaching (ELT) classroom, there is a direct link between effective classroom leadership of the teacher with students' learning and progress. The impact of applying teachers' transformational leadership qualities on university student's classroom is studied by Harvey et al. (2003). This study investigates if there is any positive relationship between transformational leadership in ELT classrooms and students' learning, performance, and development.

The role of a teacher in an English language classroom is not only to deliver the course material to the students. They must be effectively managing their classroom, ensure students' involvement in the class and specially enhance students' learning and performance as well as the overall development of a student. A language education classroom needs to be learner oriented, and learner centred. In the present day, the world concentrates on a learner-based classroom approach in the English language classroom. In learner-based classrooms, teachers empower the students, allow students to have control of the class, involve them in problem-solving and engage them in classroom activities. The learning and performance of students foster when teacher support, guide, and facilitate their learning (Benson & Voller, 1997). However, most of the English language learning classroom, this teaching style or this leadership style is not practiced consciously by the teacher. These functions of assisting, guiding, and facilitating students are a part of a teacher leader's transformational leadership style. So, if research has been done on how transformational leadership qualities of a teacher leader has positive impact on student's learning, progress and overall development, educators will start applying transformational leadership style in the classroom more consciously for the betterment of the student.

Therefore, in the English language teaching (ELT) classroom, the current curriculum of ELT in higher education needs a leadership-based teaching where student-oriented classes are much more focused by many language teachers. On the other hand, based on the previous literature and research on transformational leadership in ELT classroom, there is a significant gap in Bangladesh's universities' ELT approach. There is a need to find a significant positive relationship between transformational leadership in ELT classrooms and students' learning, performance, and development.

#### **1.4 Statement of Purpose**

Teacher leadership has great importance in the education sector. Especially transformational leadership skills of a teacher leader proved to be very useful for educational institutes. This research paper will help teachers and other educators as well as students to understand that the transformational leadership skill of a teacher leader improves schools' reputation and improves teachers' classroom management, enhancing the quality of teaching, student learning, improvement, and student engagement in the classroom. It also makes students accept their teacher easily. When a teacher leader practices transformational leadership in his/her/their teaching, it creates a positive environment in his/her classroom, enhances his/her performance at his institution also solves problems, and facilitates decision making. This study will show that the Transformational leadership of teachers affects positively the learning outcomes of students. The transformational leadership skill of a teacher leader is an important factor that impacts student satisfaction, motivation, empowerment, and learning. It helps students' active participation in the class, developing knowledge and skills, and critical thinking which are facilitated by the teacher. This study will make teachers and students understand which transformational leadership criteria a teacher leader can apply in his classroom setting so that it facilitates improving students' learning and increasing students' overall performance.

Furthermore, the tertiary education has a lack of transformational leadership practice by teacher leader in ELT classroom. However, transformational leadership is a process for teachers to ensure better teaching and learning in an ELT classroom. The benefits of transformational leadership are increasing student collaboration with teacher, improving learning and engagement of students, experiencing progress, improving students' performance and accomplishment and develop teacher-student relationship in ELT classroom.

## **1.5 Research Questions**

### **Specific Question**

- Which are the positive impacts of teachers' practicing transformational leadership in ELT classroom settings in Bangladesh?

### **General Questions**

- How does the performance of students' changes while applying transformational leadership in English language learning classroom by instructor?
- How does teachers' transformational leadership skills foster students learning in ELT classroom?
- What is the overall development of the students while teacher practicing transformational leadership in English language learning classroom?

## **1.6 Research Objectives**

### **Specific Objectives**

To investigate beneficial impacts of implementing transformational leadership of teacher in ELT classroom setting

## **General Objectives**

- To find out impact on students' performance while applying transformational leadership in English language learning classroom by instructor.
- To discover teachers' transformational leadership skills which foster students learning in ELT classroom setting.
- To detect overall development of the students while teacher practicing transformational leadership in English language learning classroom.

### **1.7 Significance of the Study**

Teachers' behaviour, skills and teaching methods are crucial part of the teaching-learning principle in a classroom. The main purpose of teaching students is foster their learning, improve their performance and support their overall development in their academic life. In the last two decades, the focus of teachers teaching was providing only content knowledge to the students and evaluate their academic report. However, recent studies revealed that teacher leadership is one of the key components which improve students' learning outcome and drive student toward academic success (Bolkan & Goodboy, 2009; Cheng, 1994; Harvey et al., 2003; Noland, 2005).

A transformational leader understands his follower's need and guide them from their fundamental level to the ultimate level. In a second language learning classroom, each of the student needs their leader from the beginning to the end of their learning process. When a teacher leader who practices transformational leadership in his ELT classroom focuses each of his students and talked with them to understand their need and guide them throughout the time according to their need also empowered them with different creative activities, it all has a positive impact on the students' learning outcomes in the classrooms (Brann et al., 2005; Myers & Bryant, 2004).

Although in the context of Bangladesh, transformational leadership of a teacher leader is less practiced in ELT classroom settings in most of the studies, also while searching for studies, it is found out that there is a lack of studies about this topic in Bangladesh, it is much needed to find out the necessity of transformational leadership practice in English language learning classroom settings for the overall benefit of the students.

## **Chapter 2**

### **Literature Review**

#### **2.1 Introduction**

In this chapter, the overall idea of teacher leadership, classroom leadership theories, explanation of transformational leadership, and explanation of transformational leadership in ELT classroom were explained.

#### **2.2 Teacher Leadership**

Teacher leadership has been a very popular term over the last few years. There are several significant studies has been done about teacher leadership in last few years (Ackerman & Mackenzie, 2006; Katzenmeyer & Moller, 2009; Wenner & Campbell, 2017). Teacher leadership consists of variety of leadership styles and leadership qualities. That is why teacher leadership becomes an umbrella term which defines different types of leadership skills used by the instructor in their classroom (YorkBarr & Duke, 2004).

Twenty years ago, the main emphasis of teacher education or training programme was always teacher's content and educational subject knowledge about his teaching course. There was a misconception that teacher only needs to expand their expertise on teaching and learning in English learning classroom (Brookfield, 1995; Elias & Merriam, 2005; Farrell, 2008; Mann, 2005). That was the main focus of teacher training and education programs of past two decades (Farrell 2008). Additionally, on those days, the main concern of teaching English and teaching English to the speaker of other languages (TESOL) was only teaching theories, linguistics knowledge and second language acquisition theories (SLA). Day and Conklin (1992) explained that, at that time, content knowledge of a teacher about his subject was the main priority and the teacher should know to effectively teach his subject. It was the only matter the teacher could have at that time that he could complete his syllabus of his course or not. Leadership skills or



leadership qualities were not a vital point for the teachers and researchers over past two decades. However, in 2004, York-Barr and Duke noted that teaching involves more than just imparting subject knowledge to the students. It goes beyond only conveying subject knowledge and evaluating student's exam result or progress in the classroom. Along with delivering subject knowledge to the students, teacher leadership is a crucial component in the language learning classroom setting.

There are two components of student learning. Those are, the teacher's effective teaching methods and the relationship between teacher and the students or the interaction of teacher with his students (Den Brok, 2001; Farrell, 2015; Wubbels & Brekelmans, 2005). Effective classroom management, encouraging student participation and facilitating student learning are the major components of effective teaching. A teacher's leadership style in an ELT classroom has an impact on the development, performance, and learning of the students. We are aware that the learner and other learner-oriented approaches are now at the centre of language teaching (Illés, 2012). Supporting, guiding, and facilitating students learning process are the key aspects of a teacher leader. These are the fundamental qualities of a successful teacher leader (Can, 2014; Koh, 2008; Stein, 2010)

### **2.3 Classroom Leadership Theories**

An educational institution's and a teacher's ultimate purpose is to foster learning of the students. Numerous studies have examined the relationship between leadership and learning development (Brown, 2007; Chan, 2003; Cotterall, 2000; Deci & Ryan, 1985; Dinçer, 2014; Dörnyei & Murphey, 2009; Lee, 1998; Little, 2012; Reeve, 1998, 2002). However, they are mostly discussed in relation to organizational leadership in educational institutions, and their contexts differ from those in the classroom. That study is based on the definition of educational objectives, development of the curriculum, and evaluation of teachers and teaching (Day et al., 2016). The teacher leader's ability to conduct leadership within a classroom setting is focused

on the growth of learner learning and it also depends on the teacher leader's leadership abilities and skills. effective classroom leadership is highly related to a teacher's leadership choices and skills (Dörnyei & Murphey, 2009; Gai, 2005; Wubbels & Brekelmans, 2005) and a teacher's ability to lead effectively in the classroom has a significant impact on the learning outcomes of their students (Bolkan & Goodboy, 2009; Cheng, 1994; Harvey et al., 2003; Noland, 2005).

Various teacher leadership theories have been developed over time and merged for application in the education sector. Servant leadership, authentic leadership, transformational leadership, and distributed leadership are the ideas that are most closely related to the literature on educational leadership (Begley, 2001; Harris, 2013; Kiersch & Peters, 2017; M. Anderson, 2017; Wheeler, 2011). All these theories empower all members of an organization, and this is the common characteristics of these theories. Since the publication of Wheeler's book *Servant Leadership for Higher Education: Principles and Practices* in 2011, servant leadership has been introduced in the educational sector for the first time. Bush and Glover's (2014) thorough review of the theoretical literature for school leadership includes transformational, authentic, and distributed leadership models, which describe leaders who inspire and motivate "followers" through their actions and involve others in decisions that have an impact on the followers. A short explanation of each of these models and their influence on the current changes in school leadership perspectives could be beneficial.

A leader who wants to serve others and share responsibility rather than take it on is the foundation of servant leadership. Additionally, authentic leadership places a strong emphasis on compiled with followers through morally upright interactions, honest relationship and sincere actions. Compassion, genuine concern for others, and consistency in actions are qualities that define authentic leaders (Bhindi & Duignan, 1997). The fact that authentic leadership is based on credibility and trust conferred by followers rather than on power and

authority and exhibits a sense of responsibility and integrity is a key aspect of authentic leadership (George, 2010; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008).

Two theories of leadership can be applied to classroom teaching. Studies mostly examine transactional and transformational theories for classroom leadership. Seven leadership factors, which Bass (1985) mentioned are charisma, inspirational, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and laissez-faire leadership, were incorporated in his representation of transactional and transformational leadership (Avolio, Bass, & Jung, 1999, p. 441). Later, this seven-factor model was simplified to six factors because charisma and inspirational leadership qualities were frequently similar (Avolio, Bass, & Jung, 1999). As an instrumental approach to organizational leadership, transactional leadership is characterized by a task-oriented management style (Conger, 1999). Extrinsic rewards are used by managers who practice transactional leadership to inspire subordinates (Conger, 1999). Although less effective, this leadership style can be applied in a classroom setting. Conger (1999) stated that transformational leadership is different than transactional leadership. Transformational leaders place a greater emphasis on empowering the people than transactional leaders do. When learning English in a classroom context, this approach is more beneficial. Pounder (2008) discovered that teachers can have a positive impact on students' attitudes and behaviours by practicing transformational leadership. Teachers that practice transformational leadership see a variety of benefits, including increased student engagement and effort as well as improved performance due to the teacher leader's effectiveness and a rise in students' satisfaction with instructors' teaching techniques (Pounder, 2008).

Other teacher leadership theories have been proposed for the discipline of education, and research is still being done to apply the core concepts of those models to classroom practices. However, general education does not provide any attention to developing teachers as leaders

in most of the places. Once more, teacher leadership in the area of English language education has received little attention, particularly when it comes to instructing English language learners (Baecher, Knoll, & Patti, 2013; Greenier & Whitehead, 2016; McGee et al., 2015).

## **2.4 Transformational Leadership**

According to several authors Burns established the concept of transformational leadership in 1978. However, Downton was the first to distinguish between transactional leadership and transformative leadership (Avolio & Bass, 1995). Downton distinguished between transactional and transformative leadership in *Rebel Leadership* in 1973. (Nguni, Slegers, & Denessen, 2006). In 1978, Burns formally introduced the idea of transformative leadership. A transformational leader is different from a transactional one in that they work to understand their subordinates' needs from the most basic to the most complex (Avolio & Bass, 1995, p.16). The idea of transformative leadership was expanded upon by Bass and Avolio to include Full range leadership (FRL). Although neither Burns nor Bass pursued a formal education, they are credited with creating the concept of transformative leadership. (Liontos, 1992, p.2). In recent studies, the Full Range Leadership (FRL) model has been used to identify the leadership effects and styles of teacher leaders in the classroom. Avolio and Bass developed the FRL model in 1991. FRL theory is an expansion of the transformational leadership theory which is promoted by Bass (1985) and was an elaboration of Burns' (1978) transactional and transforming leadership model. After that Bass (1985) expanded Burns' (1978) transforming-transactional theory and developed transformational leadership theory. Three theoretically separate components were combined by Bass to represent transformational leadership. These are charisma, intellectual stimulation, and individual consideration (Howell & Avolio, 1993, p. 891). Three conceptual variables were introduced into four by 1991, and these conceptual areas are charismatic leadership, inspirational motivation, intellectual stimulation, and individual consideration (Smith, Montagno, & Kuzmenko, 2004, p. 83).

Transformational leadership involves a journey of the leader and followers that includes activities to enhance effectiveness in order to achieve a desired result. Transformational leadership style is not authoritative rather it emphasizes higher intrinsic needs and produces a distinct future vision for both to the leader and the followers (Judge & Piccolo, 2004). A leader needs to have four attributes, under the transformational leadership concept. These include idealized influence, in which the leader sets an example, intellectual stimulation, in which he offers assistance and encouragement, inspirational motivation, in which the leader inspires others by fostering confidence, motivation and purpose, and individual consideration, in which he treats them as individuals with particular needs (Bass, 1985).

## **2.5 Transformational Leadership in ELT Classroom**

Since a teacher's actions in the classroom have an impact on students' individual and group objectives, teacher leadership is a crucial component of the second language learning process for students (Treslan, 2006). Applying organizational concepts to the English language teaching (ELT) classroom environment looks feasible when the classroom is considered an organization stated by Chory and McCroskey (1999). (p. 2). Since the classroom can be viewed of as an organization, teacher leaders can employ organizational concepts in ELT classroom settings. Other educators agreed that in the ELT classroom, teacher might take the place of managers and students can be replace as subordinates (e.g., Pounder, 2003, 2006, 2008; Walumbwa et al., 2004). A teacher leader inspires his students as a transformational leader through inspirational leadership, which is incorporated under charisma, work, and guiding the students on a personal level to accommodate their learning and developmental needs, which includes active listening and inspiring students to pick innovative techniques and give more effort for problem-solving, which is helping to build their innovative thinking (Seltzer & Bass, 1990). Studies have recently looked at how university students perceived their teachers' transformational leadership skills and as a leader in their second language learning classroom.

Study determined from these analyses that there is a positive link between transformational leadership of a teacher leader in English language classroom with increased student's extra effort on their learning, effective teaching of second language by the teacher leader, and student's learning satisfaction (Pounder, 2008).

Teachers that engage in transformational leadership are better able to inspire their followers, comprehend the requirements and needs of their students, and awaken and empower the senses of their students and improve their student's performance (Burns, 1978, p.4). Walumbwa et al. (2004) also discussed leadership in the context of a tertiary level classroom, and the findings of their research show a considerably positive relationship between transformational leadership and its impact on students in classroom settings. Although there is not much research which talked about transformational leadership in ELT classroom, however, in a language classroom, a significant positive relationship between teachers' transformational leadership and student satisfaction, which in turn has a good impact on students' learning, performance, and growth, was found by Bogler et al. (2013) in their findings. Similar findings were made by Noland and Richards (2014), who discovered a correlation between university instructors' transformational leadership behaviours in ELT classroom and their students' engagement as well as students' effective learning.

## **Chapter 3**

### **Methodology**

#### **3.1 Introduction**

This section describes the methodology that was applied during the entire research process. In this part, research design, participants, and sampling procedure, information has been provided. The description of the research instruments was then given, which was immediately followed by an extensive explanation of the data collection process. The data analysis was subsequently explained in detail. Several ethical issues with this research have been addressed at the end of this chapter.

#### **3.2 Research Design**

There are three primary research approaches available. Those are, qualitative, and quantitative and mixed method. I used a mixed method approach because the selected research required extensive data collection on relevant questions applied both quantitative and qualitative approaches. Mixed-methods research combines quantitative and qualitative approaches as both quantitative and qualitative data are used in a single research study. A mixed method approach helps obtaining an extensive overview of the actual scenario throughout the study of based on participants feelings, opinion, and perspectives.

#### **3.3 Participants**

The selected participants are master's level English students of one of the prestigious private university located in Mohakhali at Bangladesh's Dhaka city. The relevance of the participants to the study's topic and the potential value of their contributions are taken into consideration while selecting them. Since this study includes both qualitative and quantitative components, I chose 5 participants for in-depth interviews for the qualitative component and 30 students to complete the survey questionnaire for quantitative part. I personally spoke with each participant

to ensure they were knowledgeable about explaining the role of the teacher leader, able to articulate the qualities and role of their teacher leader properly and interested in sharing their real-life experiences and thoughts on the effectiveness of their teacher's leadership qualities with me.

### **3.4 Sampling Procedure**

To express it more precisely, a combination of qualitative and quantitative sampling was used for this study. The qualitative and quantitative sampling are used in order to choose participants for this study who are most qualified (Creswell, 2003). The key characteristic of qualitative research is to investigate a comprehensive study to understand the main concept of the roles of teacher leaders in providing high-quality education (Creswell, 2003).

Thus, I planned to conduct interviews to gather extensive information about the problem from those who were directly involved and who could give me a good comprehension of it. Initially for qualitative sampling process I interviewed five masters' students of English department of my selected university to obtain multiple perspectives. Additionally, I looked for participants who were appropriate and significant in terms of understanding and appropriately responding to the questions to find out a legitimate and valid conclusion on the leadership roles of teacher leaders in the classroom to ensure quality education and the impact of that leadership on students' performance.

Moving on to the quantitative portion of my study, I would select 30 master's degree students in the English department from a university in Dhaka who were qualified to respond to the survey I had created. The students who are able and willing to fill out the survey questionnaire and share their opinions were appropriate representations of the larger population.

### **3.5 Data Collection Methods**



I conducted a survey while speaking with students face-to-face or via an online zoom session with my questionnaire to the master's students of the English department in the targeted area of Dhaka city. Also, I interviewed the students and noted down their responses using the qualitative data collection methods described below.

Qualitative Data Collection Methods: Interview of the masters' students of English department

Quantitative Data Collection Methods: In person and online surveys with questionnaire.

### **3.5.1 Interview Method**

A face-to-face meeting between the interviewer and the interviewee constitutes the interview method. The goal of conducting interviews is to get data from the field. I interviewed five masters' students of English department of my selected university located in Mohakhali in Dhaka city and talked about their teacher's leadership role in classroom settings and the outcome of that teacher leadership in students learning and development. I kept notes about the interviewees' conversations and used them later in my research. These interviews involved me in a one-on-one conversation using an interviewing guide to get detailed information.

Participants of the semi-structured interview receive a list of open-ended questions (Appendix B) that I organized before the session. A semi-structured interview is a qualitative research method that combines a pre-determined set of open questions. It helped me to gather authentic information by enabling the participants to answer the questions openly.

### **3.5.2 Surveys and questionnaire**

A quantitative survey can be used to comprehend data on a large scale; therefore I created a structured questionnaire (Appendix A) with which I conducted a survey either in-person at the university or virtually by sending emails to the masters students of the English department at the university I chose. I gathered the responses and used them to conduct further analysis.

### **3.6 Research Instruments**

I used research instruments for collecting data, which is interview questionnaire and interview observation diary. Interview questionnaire helped me to collect my data. Moreover, in an observation diary I noted down all the details during the interview for qualitative data collection. These tools helped me to provide the best output in my thesis which plays a significant role for making authentic research.

### **3.7 Data Analysis**

The data, after being collected through interviews and questionnaires, was compared, and organized in order to identify the predefined research. Therefore, I preferred and used the frequency analysis method to analyse quantitative data, whereas Interpretive Phenomenological Analysis (IPA) was applied to analyse qualitative data.

In order to comprehend the context of research participants' "life experiences" and the significance of those experiences, Interpretive Phenomenological Analysis (IPA) for qualitative data analysis was conceptualized and theorized (Alayse et al. 2017). I wanted to do the research based on live experience of the participants who are the masters' students of English department and as such I feel the Interpretive Phenomenological Analysis is the most effective method. Instead of producing generalization findings, IPA aims to offer insights into how a given person, in a given context, makes sense of a given situation.

To analyse frequency of quantitative data and compare the values are collected from the survey Frequency Analysis method is applied. Frequency analysis helped me to arrange and analyse the quantitative survey data easily and more efficiently.

### **3.8 Ethical Issues and Concerns**

According to my knowledge, no one or any institution is harmed. I make an effort to maintain data confidentiality, and there is no using information improperly or introducing bias. While collecting data, I provided participants detailed information and gently asked them if they would want to take part in my study. I maintain the participants' confidentiality, while recording the participants' original opinions without influencing them into any bias. All the information of data collection provided in this research kept authentic.

This research has been used mixed method approach. According to Creswell (2007), a mixed method research is a process where a researcher uses both qualitative and quantitative approach to get the appropriate result of a study. In this research, both qualitative and quantitative analysis is used. For quantitative analysis survey questionnaire is used and for qualitative analysis semi-structured interview is used. Then data triangulation method of mixed method approach used by the researcher. Data collected from the participants who are master's level English students of one of the prestigious private universities located in Mohakhali at Bangladesh's Dhaka city. Data is reliable and valid. Finally, data analysis process follow in descriptive manner and in-depth interview transcribed and analysed thematically.

## Chapter 4

### Findings

#### 4.1 Introduction

There are two sections to this chapter. The findings of the questionnaire survey are presented in the first section. The survey contains 15 structured questions to which 30 Masters in English students at a university responded as participants. The data of this survey were collected from the students through google form. The responses from the student participants were calculated through Likert scale and showed in a table. After that, graphs showed to describe the collected data. In the second part of this chapter, there is a combination of the interviews which consists of 5 open ended questions that were taken from the 5 students by taking one to one interview through face-to-face conversation by meeting in person and on google meet. These interviews addressed the issue on leadership role of their own teacher leader which directly affected and helped the learning process and progress of the students in the classroom.

#### 4.2 Findings from questionnaire survey

The participants of this research were masters' students of English department of a renowned university located in Dhaka city of Bangladesh. This research had both qualitative and quantitative part. In quantitative part I selected 30 students to fill up the survey questionnaire. I talked to all the participants in person to make sure they had the knowledge and ability to explain their teacher leader role.

#### Questionnaire response of the survey:

Categories	Always	Sometimes	Not Sure	Rarely	Never
The teacher recognizes level of understanding of each of the students and guide them accordingly	36.7%	40%	10%	8.3%	5%
The teacher gives focus on each of the students individually	20%	43.3%	3.4%	23.3%	10%

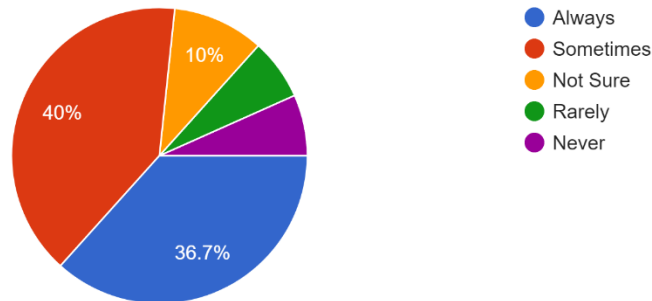
The teacher considers each student has different abilities and supports them accordingly	36.7%	30%	13.3%	13.3%	6.7%
The teacher helps students to develop their strengths	36.7%	50%	10.2%	3%	0.1%
The teacher inspires students to work on their weakness	43.3%	33.3%	10%	13.3%	0.1%
The teacher shows students different perspective of solving problems	20.7%	51.7%	10.3%	17.2%	0.1%
The teacher provides advice and coaching to help students develop new skills	30%	46.7%	10%	10%	3.3%
The teacher encourages students to look at a problem from different perspectives	23.3%	50%	3.4%	23.3%	0%
The teacher monitors class performance of each of the students	30%	40%	7%	20%	3%
The teacher talks with students and lets them to solve problems of the weak students individually	16.7%	50%	7.3%	20%	6%
The teacher always provides positive and corrective feedback to his students	36.7%	46.7%	7.3%	7.3%	2%
The teacher appreciates participation of the students in the classroom	63.3%	30%	0%	4.7%	2%
The teacher plays a role of a facilitator during and after his course	40%	30%	13.3%	13.3%	3.4%
The teacher encourages independent thoughts of the students	36.7%	46.7%	10%	3.3%	3.3%
The teacher supports, guides, and facilitates the learning process	56.7%	36.7%	3.3%	0%	3.3%

**Figure: Table of responses to the survey questionnaire**

In the table above it can be observed that there is a common pattern in response of the students. As I can see students' response were very positive about the leadership role of the teacher leader in the classroom. From this we comprehend that, while exhibiting leadership in classroom setting, the leadership qualities of a teacher leader helped students to grow and foster students' progress in the classroom.

1. The teacher recognizes level of understanding of each of the students and guide them accordingly

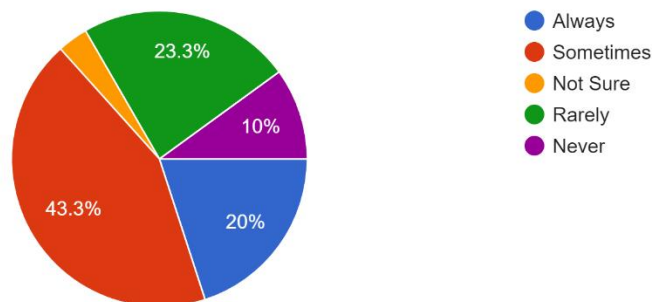
30 responses



Graph 1 shows the teacher understood the level of student and guided them accordingly or not. In a classroom there were different levels of students. Some of them were spontaneous to learn the lesson and understand the lecture easily. On the other hand, some of the students were weak in terms of understanding lectures. The teacher leader needed to recognize the level of the students and he should guide the students by understanding their level. In graph 1, I could see that among 30 students 36.7% students said that the teacher always recognized their level of understanding and guided them how they should be guided and 40% of the students told that sometimes the teacher recognized their level and 10% of the students were not sure about the teacher leader recognized their level of understanding in the classroom or not.

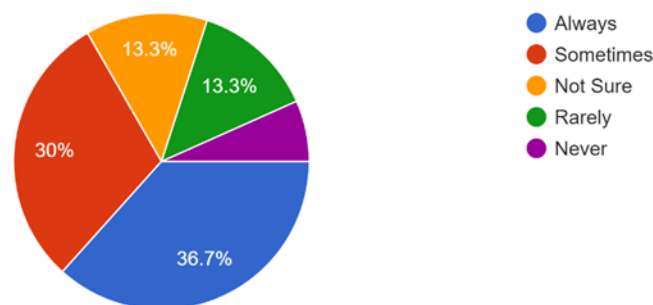
2. The teacher gives focus on each of the students individually

30 responses



In a classroom, there were different types of students. The students had different levels of understanding of the class lectures. Also, they had different types of queries to their teacher. Taking care of each of the students in the class and helping them on their need was an important quality of a teacher leader. Graph 2 showed that the teacher focused on each of the students individually or not. 20% of the students responded that their teacher always gave them time and focused on them individually and 43.3% students said that sometimes their teacher could focus on them individually and sometimes he could not. 23.3% students said that their teacher rarely helped them individually and 10% students responded that their teacher never had time to focus on the students individually.

3. The teacher considers each student has different abilities and supports them accordingly  
30 responses

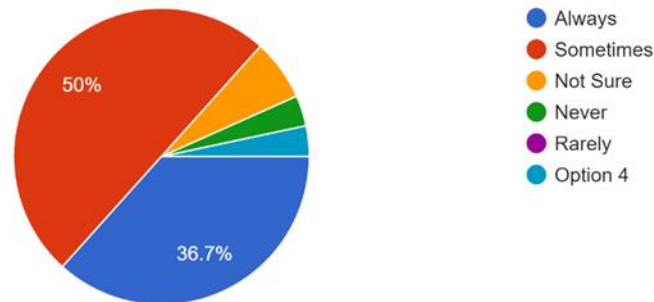


Graph 3 showed that the teacher understood students had different strengths and weaknesses and he supported them accordingly. Some students were good at research, and some were good at presentation skill. The teacher had understanding about which student had strength and interest on which part of and he tried to provide support according to the student's ability. In respond of this question 36.7% of the students agreed that the teacher always considered each student had different abilities and supported them accordingly. 30% students said sometimes teacher understood their different abilities and supported them. 13.3% students were not sure, and 13.3% student said, teacher rarely understood their different abilities and supported them.

Other 6.7% students said their teacher never considered or supported them as they had different strengths and interests.

#### 4. The teacher helps students to develop their strengths

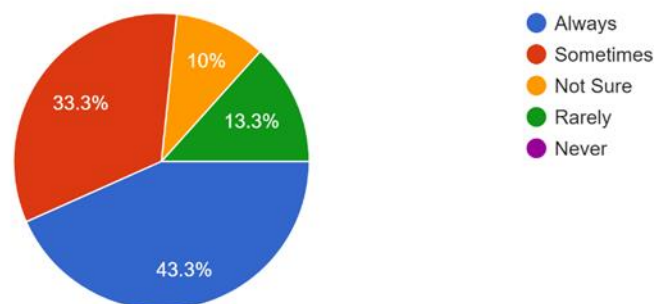
30 responses



In most of the cases students did not know their strengths. It was a leadership quality of a teacher leader helped to develop the strength of students. In response of this survey, 36.7% students said that their teacher leader always helped them to develop their strengths and 50% of the students said that their teacher leader sometimes helped them to develop their strengths. Other 10.2% of the students were not sure about the teacher leader knew their strength or helped to develop their strength or not.

#### 5. The teacher inspires students to work on their weakness

30 responses



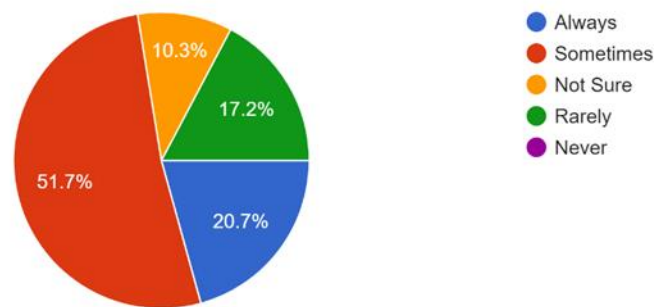
Because of weaknesses a student might not get good marks in the exam or get a good mark in research work. So, teacher leader needed to understand of the weakness of his students, and he



should inspire his students to overcome their weaknesses. In this graph 5, 43.3% of students said always and 33.3% of students said sometimes their teacher leader understood their weaknesses and inspires them to work on and overcome their weaknesses. 10% students were not sure about it and 13.3% of the students said their teacher leader rarely inspired them to work on their weaknesses.

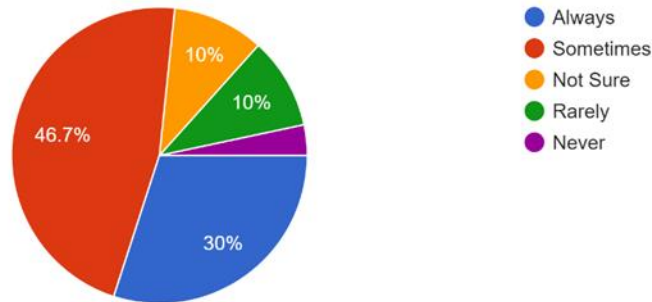
6. The teacher shows students different perspective of solving problems

29 responses



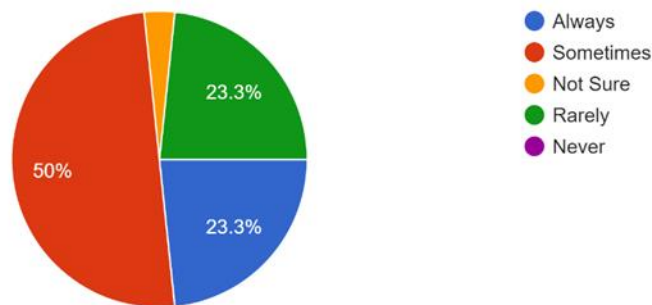
When a student got stuck in a problem and could not find any way to solve the problem, the teacher leader should show that student different perspectives of solving the problem. For example, master’s student might face lots of problems while doing research. Sometimes they got stuck in the middle of the research. On that ground the teacher showed them the different perspectives to solve the problem. In graph 6, 20.7% students said always, and 51.7% students said sometimes their teacher leader showed them different perspective of solving their problems. 10.3% students responded as they were not sure, and 17.2% students responded that their teacher rarely showed them different perspective of solving their problems when they got stuck.

7. The teacher provides advice and coaching to help students develop new skills  
30 responses



In graph 7 it showed that; 30% participants said always and 46.7% said their teacher leader provided advice and coaching to develop their new skills. Developing new skills is a part of a student life. With this new skills student will perform better in their future job. The teacher leader knew what types of skills his students needed to learn for their further growth in their life. So, he advised and guided them to develop new skills. 20% participants responded that they were not sure and rarely got advice and coaching to develop new skills from their teacher leader.

8. The teacher encourages students to look at a problem from different perspectives  
30 responses

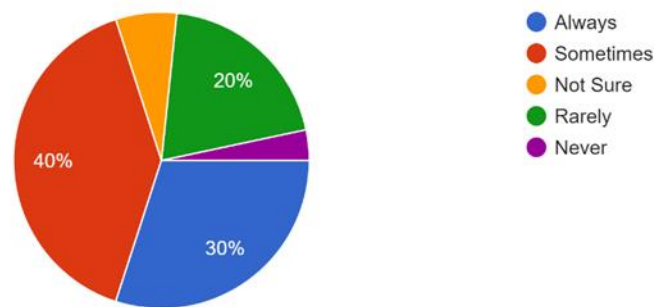


Problems are not always a problem; it might be an opportunity of learning something new. A teacher leader showed his students to look at a problem in this way. It became easy or inspiring to solve the problem if students started to look at a problem from different perspective. Graph

8 showed us 3.4% participants were not sure and 23.3% participant answered that their teacher always encouraged them to look at a problem from different perspectives and 50% participant answered that sometimes their teacher encouraged them to look at a problem from different perspectives. 23.3% participants answered that their teacher rarely encouraged them to see a problem from different perspectives.

9. The teacher monitors class performance of each of the students

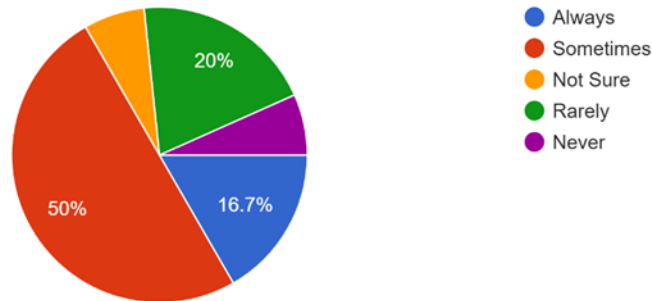
30 responses



In the graph 9, it showed that 30% of the students replied to their teacher always monitored class performance of each of the students and 40% of the students said that their teacher sometimes monitored class performance of each of the students. Class performance of students reveals that the students focused on the class or not. It also makes the teacher understand that where and how to help a weak student. By identifying class performance of each of the students, a teacher leader can help and motivate his weak and strong students. Here in this graph 7% of the students were not sure and 20% of the students said their teacher rarely monitored their class performance.

10. The teacher talks with students and lets them to solve problems of the weak students individually

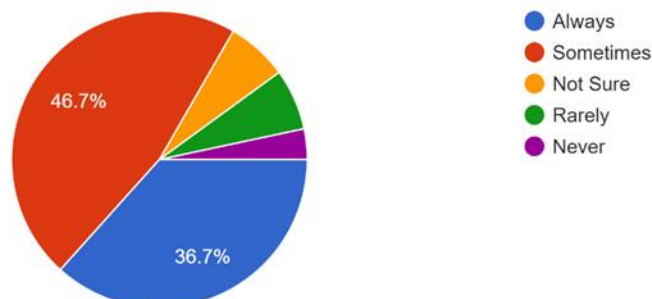
30 responses



Weak students did not always come forward and ask questions in the class. A good teacher leader should talk to each of the students so that he could understand that the students were learning their lessons or not and by talking with them he got to understand which students were weak and need help. Also, he could solve the problem of the weak students individually by talking with him. In this graph 10, 16.7% participants said their teacher always and 50% students answered that their teacher sometimes talked with the students and solved the problems of the weak students individually. The percentage of other responses were 7.3%, 20% and 6%.

11. The teacher always provides positive and corrective feedback to his students

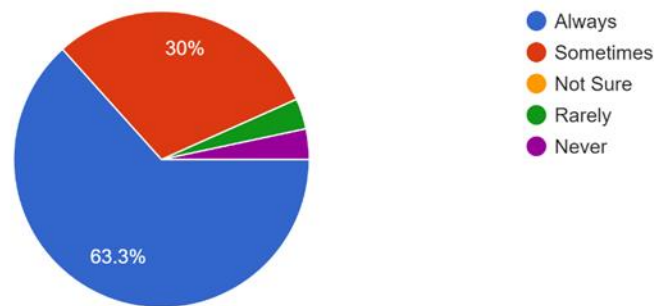
30 responses



Teacher must provide corrective feedback to his students. However, the feedback should be in a positive manner so that the student can be motivated and learn from the feedback as well.

Graph 11 showed that 36.7% students agreed that their teacher leader always provided positive and corrective feedback to his students. 46.7% of the students also agreed that their teacher sometimes provided positive and corrective feedback to his students so that the students could learn from their mistakes and did not make the same mistake in their next exam. The other percentages of this graphs where 7.3% students were not sure, 7.3% participants said rarely, and 2% participants said their teacher never gave positive corrective feedback to his students.

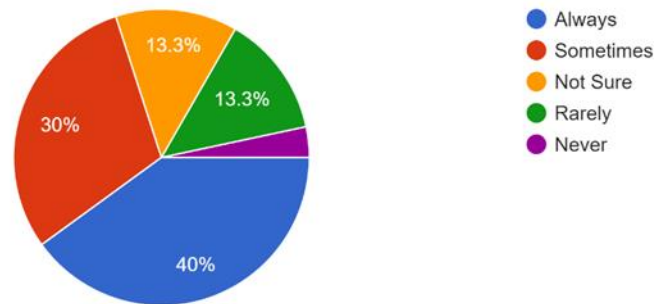
12. The teacher appreciates participation of the students in the classroom  
30 responses



Participating on the class clears a lot of confusion about the lecture. It is also a way for a teacher leader to understand that his students are understanding his lecture or not. It is another way to recognise weak students and the students who need teacher's help in the class. In respond of this questions, 63.3% of the students agreed that their teacher always appreciated participation of the students in the class and 30% of the students said their teacher sometimes appreciated their participation in the classroom. Teacher became happy if all the students participate in the class.

### 13. The teacher plays a role of facilitator during and after his course

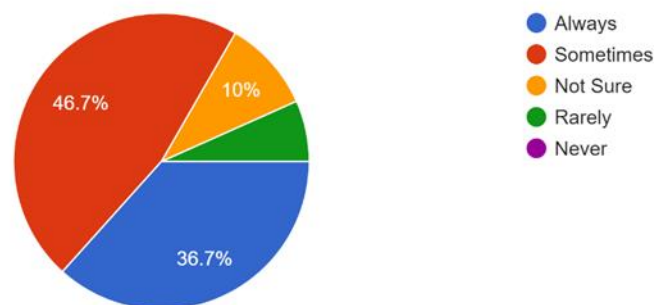
30 responses



As a facilitator, the responsibility of a teacher leader is always being there for his students. He should be empathetic towards his students and do not be bossy rather help students with a friendly manner is the role of a facilitator teacher leader. In graph 13, 40% of the students replied that their teacher leader always played and 30% of the students replied that their teacher leader sometimes played a role of a facilitator during and even after his course. If any student visited the teacher with any issue after his course, the teacher leader played a role of a facilitator that time to that student as well. 13.3% students were not sure and 13.3% of the students said rarely their teacher became facilitator for them.

### 14. The teacher encourages independent thoughts of the students

30 responses

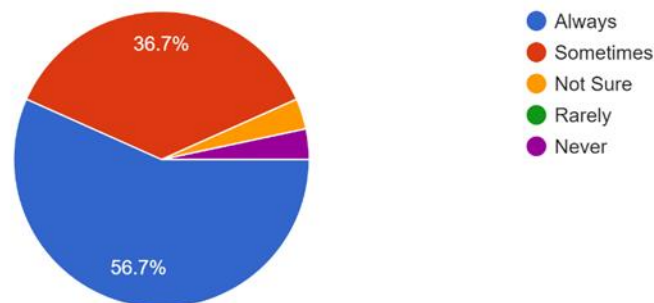


Graph 14 described that the teacher encouraged his students to think independently or not. Sometimes teacher could give a task to the students with no boundaries. He wanted to see the

independent thoughts of the students by which students could do something with their creativity. The result of this graph showed that 36.7% of the students said that the teacher always encouraged independent thoughts of the students and 46.7% of the students said that their teacher sometimes gave them tasks and encouraged them to think independently. 10% students were not sure and total 6.6% students said their teacher leader rarely or never encouraged their independent thoughts.

15. The teacher supports, guides and facilitates the learning process

30 responses



The result of graph 15 showed that 56.7% of the participants answered that their teacher leader supported, guided, and facilitated their learning process. 36.7% of the students agreed that their teacher leader sometimes supported them, guided them as well as facilitated them throughout their learning process. For the development of the students, a teacher leader should support the learning process of the students and guided them throughout their educational journey and facilitated them with his help, advice, and guidance during and after their course. Overall, 6.6% of the students were not sure or said their teacher never supported them, guided them, or facilitated them all through their learning process.

### **4.3 Responses of the participants to the interview questions**

The participants were interviewed with 5 open ended questions. Some interviews were taken face to face by meeting them personally and some of the interviews were taken virtually by using google meet. The responses from the participants stated below

#### **Focus Individually and offer help**

Students responded by sharing their real-life experiences about their teacher leader. Participant 1 told from his experience that his teacher understood that every student had different understanding of the subject. Teacher knew that some students were good at one subject, and some were good at another subject. For example, he understood some students were very good at research and other students were good at teaching. He helped differently each student to develop their area of interest.

Participant 3 explained this part in a different point in the interview. He focused on the motivation provided by their teacher leader. Sometimes students were badly in need of motivations from their supervisor. Sometimes their teacher leader tried to talk students individually so that he understood and motivated them towards their goal. For example, when a student wanted to go to abroad for further study and to do his PhD, the teacher talked to the student individually and offer help and motivated the student what he needed desperately throughout the process. The teacher also tried to understand the weaknesses of the student so that the teacher could do counselling with the student with an effective advice.

#### **Motivates the students**

Teacher motivated students to develop their strengths. Participant 2 said that when the students made any mistakes the teacher motivated them by saying that mistakes were the part of development process of learning. Teacher gave them confidence by giving them practical



examples and told them to make mistakes but never stop learning new things. Participant 2 explained,

*“Sometimes teacher motivated the students according to needs of students. Directly and indirectly throughout the semester teacher motivated the students by his good commanding knowledge of the class content”.*

During the interview session with participant 4, he said,

*“By uttering the names of the students who got high marks, by telling students to follow the study strategy & writing strategy from those students who was both regular & sincere in the class & by telling students to learn from their own mistakes instead of being stuck to the past our teacher motivated us.”*

### **Help to develop strength and reduce weakness**

Participant 2 explained that their teacher developed the strength of students in many ways. Usually, their teacher gave students different types of assignment for each of the students in the class and students did research and gave their constructive opinion on the topic. That was how teacher tried to drag out their potentiality of the specific subject matter.

participant 1 said in his interview that,

*“Teacher never scolded us, never told us demotivating words. He always helped us like a facilitator. He always pointed out problems like those were our problems we would solve it together not like it was your problem, so solve it by yourself. It never happened that any of the student of his class went to him for any kind of help and he did not help him.”*

participant 5 said,

*“The teacher developed our strengths by fixing our errors and being cooperative throughout the semester, which helped us to approach him whenever we need”.*

### **Manage class positively**

Participant 3 noticed how their teacher handles any tough situation in the class. He explained that, sometimes in group works, arguments among students happen or during presentations some unexpected events happen among groups. he had noticed that in these situations their teacher acted very calm and positive and tried to make students understood the importance of their work and how to cooperate with each other.

Participant 2 described a different situation based on real-life experience. In the class of participant 2, once one of the students felt sick suddenly and told their teacher that he wanted to leave the class. And teacher politely requested him to wait for just 5 minutes since the teacher had to create a group for a debate. So, if he left earlier, he might face a problem to make a group later. Within the given time, teacher formed the group and drifted that student a certain group. And after that teacher let the student left the class. That is how participant 2 noticed that their teacher leader manages the class and took the decision wisely and positively so that the student would not face any trouble in future.

### **Encourage individual thoughts and creativity**

Teacher did not try to impose his thoughts to his students. He encourages them to bring new ideas in the class. Sometimes he gave them individual assignment with different topics so that the students come to him with different types of creative ideas which helps their educational development. Participant 3 stated in his interview that,

*“Teacher tried to encourage students in different ways. Sometimes appreciated them for their individual works”.*

Participant 4 explained to us that their teacher assigned different types of tasks to different students in the class, and he appreciated them individually after completing their tasks. This

was how students felt motivated throughout the class and develop their individual thoughts also their creativity.

### **Appreciate class participation and questions**

Sometimes teacher leader encouraged them to participate in the classroom discussion, raising question and helped them to believe in themselves. Participant 4 focused on the teaching process and qualities of his teacher. He elaborated that their teacher had some qualities which made him a better teacher leader. The teacher had the qualities like collaboration (including students in each team where there were both weak & strong students), knowledge diversification (to ensure whether the knowledge students get from his lecture or lecture sheet were available in other resources like YouTube, online platforms or not). He also said that their teacher appreciates class participation of the students. He mentioned that.

*“Teacher focused on classroom management such as; whether students paid attention to lecture or not, whether students participating in the task of the class, whether students were getting bored of doing a single task or not.”*

Communication with the student during the class to ensure their participation, knowing his students better by their participation and questions in the class and helping the students in their weakness about the lectures in the class some of the leadership qualities which made their teacher a better teacher leader as stated by participant 5.

### **Provide positive corrective feedback**

In response of providing positive corrective feedback participant 1 stated that,

*“Our teacher never pointed at the student and said you are not right. Instead of saying you were wrong, he said your one is good, but we could make it better by doing or adding or writing some parts like this. He never said to students that you did bad in exams and would*

*not pass the course. He always said please come to my office I would explain to you these points and you could cut more marks on your next exams. For weak students, he was always available after class for providing his support.”*

participant 3 said that if a student made any mistake, teacher tried to highlight the mistake in a positive and constructive way. So that student did not feel insulted, but the student could correct himself as well.

Participant 2 elaborated this question more deeply. Participant 2 said,

*“Teacher grossly explained the reasons of student’s mistake. Also, told the procedure that students could do it in this way which would be contextual. On the other hand, teacher took some initiative. Sometimes made the consultation and figured out their weakness and according to that, teacher tried to encourage them by ensuring the confidence.”*

### **Explain hard lecture in simple and interesting manner**

participant 1 said that,

*“Teacher motivated us each class by giving us real life examples and told us that this topic is very easy, and we can learn this topic very easily and tried to explain those hard lectures in a simple and fun manner so that we always felt motivated in all of our classes”.*

As an example, participant 1 explained that there was a compulsory course in linguistics in their master’s program. Most of the students thought it was a hard course and they might not pass it. However, because of teacher’s easy and motivating way of teaching that hard course became comfortable to understand and students passed that course with a good learning and good grades.

Participant 4 gave an example from his class of their teacher leader. He said,

*“Once the projector and computer of their class stopped working during the class time and the teacher had 45 minutes left to end the class, so she started asking us individually about which parts of the topic we felt relevant enough to apply in our real life. The teacher said their participation would be extra marked. So, they started participating more actively than their usual tasks. Thus, the teacher covered the class in an interesting way.”*

Participant 5 explained that their teacher always gave his guidance and lead to the students calmly and sincerely while choosing their presentation or their research work topics. Moreover, when it seemed the lecture very tough, and student would not pay attention in the class the teacher part that lecture into two to three classes and tried to make students understand with some different perspectives and with different types of examples and activities so that it became easy for them. He showed his student some funny audio and videos related with their topics in the class to make the topic more understandable and carried out this tough situation more easily.

### **Problem solving skills**

The last question to the participants was how their teacher leader handles complicated situation nicely in the classroom. Participant 1 described it with an example. He describes that the problem-solving skills of our teacher leader kept students more comfortable in the class. Once almost all the students did not do well in the exam, then their teacher leader took another class to teach those topics and he cancelled previous exam and took that exam again. He always tried to take extra classes before exams, and he called these classes as problem solving classes so that students did not get in any problem before exam. While doing pair work or group work, he lets the students made their own group first and then who could not make their groups he helped them to make it.

### **Involve students in other academic works**

participant 3 and participant 4, participant 5 also said that

*“Teacher motivated us through appreciating our works and also recommended us to get involved into several academic works, to improve our capabilities”.*

Participant 1 said that their teacher also motivated them with extra-curricular activities, gave them link to join different seminars, different research work so that they could learn more and implement those in their study. He was very hard working and focused and he wanted students to work hard and be focused.

### **Always available for consultation and support**

Participant 5 said that the teacher appreciated the students to come to him and shared their thoughts and problems with him whenever they needed. He became very cooperative throughout the duration of the course and always fixed their error by providing positive feedback which made the student felt confident and helped to develop their strengths.

participant 4 said,

*“By providing students free consultation after class the teacher used to talk to each student nicely especially with those who were unable to have good marks in exams. He used to ask students whether they understood the questions well, why they wrote those answers if they did not understand & how they would cope with the situation themselves. After they gave answers, the teacher also shared his opinion & then ensured students to talk to him via phone or mail whenever they face any problem in their studies.”*

Participant 4 described about how teacher leader helped them to understand better the topics of the course he offered and how he developed student’s strengths in the class as well as in the exam.

### **Extra care for weak students**

participant 1 and participant 3 explained that the teacher used to inspected students to know where they were struggling and where he needed to improve his instructions or teaching style so that students become more efficient in the class. For weak students, he used to give priority to them over the strongest ones by asking them to answer to the questions, sharing their opinions, helping them to complete their answer if they faced any linguistic issues and by including them in groups consisted of strong students and by telling them to participate actively like others. Participant 3 had different response in this regard. He thought that empathy towards the weak students of their teacher leader was the quality which made their teacher a better teacher leader.

### **Importance on student's continuous development**

Participant 1 said that their teacher always focused on the continuous development of his students. He always listened to the student with full focus and tried to help or gave a solution to the student every time with a soft voice. He always gave them solutions related with their continuous development. Suppose when a student faced any problem with the subject or topic in the class, the teacher helps the student with providing different journals and articles as a reference reading so that the student can clear his concept, and this might help him in his study in future.

The growth mind-set attitude of their teacher leader was the most important quality of their teacher leader was described by participant 2. The participant said that their teacher leader focused on the continuous development of the students as well as of him.

## **Chapter 5**

### **Discussion & Conclusion**

#### **5.1 Introduction**

The findings of this study were discussed in this chapter about the existing literature and theories. Finally, based on the general discussion, a conclusion and an implication were drawn.

#### **5.2 Discussion of the study**

##### **In Response of Research Question 1**

The investigation of the study revealed that majority of the student participants in ELT classroom found their teacher leader supportive, giving students different tasks to do independently and encouraging their independent thoughts, playing a role as a facilitator, communicating with them, and guiding and motivating them according to their need. However, these all were transformational leadership qualities, and the teacher leader applied these attributes to his classroom for getting a positive result on his students' performance in the ELT class.

According to Anderson's (2017) analysis of the literature, educational institutions today emphasize the usage of transformational leadership not only for administrative tasks but also in the classroom for instructors. In addition, a long-term study on transformational teaching discovered that it generated more student involvement, creativity, and performance in ELT classroom due to the sense of trust that was developed between the teacher and the students (Pachler, Kuonath, & Frey, 2019). The focus of a transformative leader was on innovation and creation (Seltzer & Bass, 1990). Findings from the study showed that in transformational leadership, teacher encouraged engagement or participation of the students in the English language teaching classroom. He helped them to foster their creativity by providing them



different types of tasks individually and in groups. these transformational leadership qualities of a teacher leader had a positive impact in the performance of the students.

Edmondson and Chamorro-Premuzic (2020) stated that A transformational leader is compassionate and committed to assisting others in moving forward during times of difficulty. According to Berkovich (2016), reducing the gap between teachers and students was the primary aspect of transformational leadership in the educational process. A special connection between teacher and student had been created when teacher apply transformational leadership in his English language teaching classroom setting which helped him to enable interactive team with his students (Elrehail et al., 2018). According to Wiyono (2018), transformational leadership created a strong bonding between teachers and students, and because of this close connection, learning outcomes could ultimately result to student improvement. Here, the finding of this study matched with the demonstration of these researchers. The ELT students explained that the communication between their teacher and student promoted their performance.

### **In Response of Research Question 2**

These results were consistent with Waldeck's research in 2007. Waldeck (2007) found that students performed better academically and were more satisfied when they felt their education was individualized. The concept of individualized learning was founded on a few aspects, one of which was instructor availability, which included interacting with students, giving positive advice, and making oneself available to students. Personalized education also included interactive classroom activities, student collaboration and individual engagement that was influenced by the teacher. Also emphasized by Waldeck (2007) were the instructor's interpersonal skills, which included their friendliness as a teacher leader in the classroom, their constructive attitude, and their ability to focus on each student individually. Teacher who

applied transformational leadership to the classroom focused on individualized consideration where students were treated according to their individual needs and capabilities. Waldeck suggested that student perceptions of personalized education experiences were dependent on “course related practices.” The term “course related practices” included designing course activities based on student interests and understanding that students had individual requirements that were unique from the rest of the class (Waldeck, 2007). The findings of this study agreed with Waldeck (2007). When teacher leader talked with students, socialized with them, provided them good advice about their study and outside the class and always became available for his students, the students felt themselves special. They also felt that the teacher was focusing on their learning and education personally which lead them toward greater learning outcome as well as higher satisfaction. It also impacted on their classroom performance in their English language learning classroom. On the other hand, friendliness, and positive approaches of the teacher leader in the ELT classroom with his students also helped students to share their problems with the teacher and easily they could get the solution from their leader. As every student had different interest and requirement, by understanding of those interest and requirement, a teacher leader who followed transformational leadership could engage his students with different activities which matched with them and by doing this he could assure their rapid development in their learning outcome.

According to the findings of the Quaglia & Brait (2019) study, teachers that demonstrate transformational leadership traits were most effective at energizing students. These leaders lead by listening to everyone's opinions, seeking out opportunities for collaboration, and really wanting others to succeed. Students felt appreciated and free to pursue their potential when they were engaged and given a voice. By engaging students and hearing their opinions helped to ensure that they felt valued and free to pursue their full potential (Quaglia & Brait, 2019). In this study we could see that majority of the students agreed about teacher leader's

transformational leadership qualities such as talking to each of the students, helping everyone individually, asking them if they needed any advice or counselling and staying always there for his students to make the students more confident and enthusiastic about learning. By encouraging their participation and talking with them individually, they felt listened, taken care of and supported by their leader which fosters their learning in the English learning classroom.

### **In Response of Research Question 3**

In educational settings, transformational leadership was first suggested by Leithwood (1993). They stated that transformational leadership strategies had a considerable direct and indirect positive effects on success with school-restructuring initiatives and teacher-perceived student outcomes (Leithwood & Jantzi, 1993, 2006). From the findings of this study, it was vividly clear that transformational leadership practice in ELT classroom setting had a direct and indirect positive relationship with the student's overall outcome.

A teacher's role extends beyond delivering lectures and grading student's work in the classroom. He involved and inspired students in the academic and pedagogical process of research and development. He guided his students to broaden their knowledge so that they not only did a good performance in the classroom but also could have overall progress in their education life. These were among the primary characteristics of prominent transformational leaders. Instead of using traditional teaching methods, a teacher who exhibited transformational leadership in a second language learning classroom, assisted students in their learning by developing a customized approach for each circumstance which was also pointed out by Grigorenko (2019) as he studied the responsibility of instructors was more important since it included encouraging students to increase their knowledge base so they could progress in their academic life with the help of their teacher rather than striving to do better themselves on their own.

Students had expressed their opinions about the transformational leadership skills of their teacher leader that had helped them perform better, fostered their learning process, and overall developed their knowledge in their student life. These characteristics include a strong and distinct sense of a teacher who was aware of what and how effectively he was educating his students, focused on his own improvement as well as that of his students, and shared his knowledge and vision with them so that they were inspired and diligently worked toward their overall growth. Finnigan & Stewart (2009) also noted that when the teacher leader created a strong, clear, shared vision that also focused on the entire progress of the students, the result became significant changes in students' overall development.

### **5.3 Limitations**

Limitation of the current study is the sample size chosen. Although the researcher tried to gather student perceptions carefully about teachers' transformational leadership practice in the classroom. The sample size may limit the generalizability of the results as data was collected at an English department of a university located at Dhaka in Bangladesh. It may be the case that students from different geographic or cultural regions will respond to transformational leadership practiced by teachers in more insightful ways.

### **5.4 Conclusion**

In Bangladesh, practicing transformational leadership in classroom settings is very rare. However, some universities and teachers at private universities are applying it in ELT classroom setting. From the result of this study, we can conclude that transformational leadership practice in ELT classroom of a teacher leader has many positive outcomes. It is positively related to student's performance and learning in the classroom and the overall development of the student. In addition, teachers who take the time to find out about their students' personal requirements and support them both inside and outside of the classroom are

more likely to have a positive impact on the student's learning outcomes in the classrooms (Brann et al., 2005; Myers & Bryant, 2004).

Transformational leadership practice has a lot of positive outcomes in the classroom. However, it would be beneficial if it could be found out which behaviour of teacher leader foster students' learning, performance, and development. The researchers can articulate specific behaviours of the teacher leader that are linked to students' perceptions of trustworthiness, motivates students, encourages students to share their issues inside and outside the class, makes students enthusiastic about their learning and encourage themselves for their overall development. By doing so, teacher's training can be conducted by government on those skills and behaviours and teachers will applying those skills and behaviours in the classroom with awareness to get the best outcome from students and an excellent teacher-student relationship.

It is necessary to promote transformational leadership practice in the classroom for the better learning outcome for the students. Agreed with other researchers, this research also suggests that students who perceive their teacher as a transformational leader report greater learning and performance. So, it is important to expand using transformational leadership practice in classroom for the greater benefit of students, teachers as well as universities. Researchers need to be determined how to promote such leadership in the classroom and beyond.

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## Appendix A

Questionnaire about Transformational leadership qualities of a teacher leader in the classroom

Categories	Always 5	Sometimes 4	Not Sure 3	Rarely 2	Never 1
The teacher recognizes level of understanding of each of the students and guide them accordingly					
The teacher gives focus on each of the student individually					
The teacher considers each student has different abilities and support them accordingly					
The teacher helps students to develop their strengths					
The teacher inspires students working on their weakness					
The teacher shows students different perspective of solving problems					
The teacher provides advice and coaching to help students develop new skills					

The teacher encourages students to look a problem from different perspective					
The teacher monitors class performance of each of the students					
The teacher talks with students and solve problems of the weak students individually					
The teacher always provides positive corrective feedback to his students					
The teacher appreciates participation of the students in the classroom					
The teacher plays a role of a facilitator during and after his course					
The teacher encourages independent thoughts of the students					
The teacher supports, guides, and facilitates the learning process					

## Appendix B

1. How does your teacher help students to develop their strength?
2. How does your teacher give motivation to his students in the class?
3. How does your teacher make decisions in different situations of your class?

4. Which leadership qualities do you think your teacher have and other than these qualities which qualities could make him a better teacher leader?
5. How does your teacher provide corrective feedback and encourage weak students in the class?