

## **The Relationship between Teacher Leadership and Students' Performance at Secondary School Level in Peshawar, KP, Pakistan**

**Syed Rambel Shah**

M.Phil. Scholar (Education)

City University of Science and Information Technology, Peshawar, KP, Pakistan.

Email: [rambelshah@gmail.com](mailto:rambelshah@gmail.com)

**Muhammad Ilyas Khan**

Ph.D. Scholar (Education)

Sarhad University of Science and Information Technology, Peshawar, KP, Pakistan.

Email: [ilyasdaudzai2013@gmail.com](mailto:ilyasdaudzai2013@gmail.com)

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### **KEY WORDS**

Teacher Leadership,  
Secondary Level,  
Collegiality,  
Participation, Positive  
Environment, Open  
Communication

### **ABSTRACT**

This quantitative study was conducted to ascertain the relationship between Teacher Leadership (TL) and the performance of the students at secondary school levels. Only public boys' secondary school teachers of district Peshawar were taken as the population of this study. The total number of public boys' secondary schools was 85. The sample size of the study was 242, were selected from 658 Secondary School Teachers (SSTs) in public schools. The Teacher Leadership School Survey (TLSS) of Katzenmeyer and Moller (2009) was employed as a tool for the collection of data which consisted of four different teacher leadership attributes as independent variables. The students' performance was taken from SSC (Secondary School Certificate) class 9<sup>th</sup> and 10<sup>th</sup> results, 2019-20 of BISE,P (Board of Intermediate and Secondary Education, Peshawar). All required tests of the SPSS version 23 i.e. Reliability Test, Descriptive Statistic and

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Pearson Correlation Test were applied on the data. The reliability of independent variables fell in good range i.e. .81 to .87. Pearson Correlation Test result also showed that leadership qualities were present in teachers of public sector schools of secondary level for boys. The study indicated that the teachers may be proficient due to these aspects of teacher leadership and their impact on the learners was quite visible.

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### **Introduction**

The pivotal role of the teachers in the overall development of the students is undeniable. It is due to the teacher leadership which improves the quality of learning teaching process (Harris, 2003), which ultimately results in the drastic changes of the students' learning outcomes.

Leaders are born, they are not made, this saying means, that the quality of leadership is innate, or natural, it is not manmade, of course it may be true to some extent, that leaders are naturally born, and no artificial effort can make a common man as a leader. But the fact remains, that the style of leadership has passed through a drastic change and a new model for the understanding successful of leaders has emerged (Pounder, 2006).

Engall et al. (2008) explained that the recent model of leadership concentrate on long term goals of ethics and values, control on emotions and keeping of standards and also to facilitate the followers to guess for the achievement of higher success. In this regard, Frost and Durrant (2003) provide instances of teachers who demonstrated strong commitments to vision, mission, and inspiring students to shoulder responsibility for best learning and this is the very quality of the teacher which can be named as teacher leadership quality.

According to Katzenmeyer and Moller (2009) teacher leadership is that quality through which a teacher leads the students at all levels both at school and home as well, and builds their capacity for remarkable results. Smylie (2010) expounded that in schools improvement endeavours, the teacher leadership can never be condoned, while Mccrudden, Perkin and Putny (2005) concluded that teachers leadership attributes have a substantial effect to motivate the students for learning and development.

Educational amelioration is closely connected to the efficiency of the educators, and its impact on the students' performance. According to Marks and Printy (2008) the different activities of teachers have a lucrative impact on the learning of the students as well as on their own professional and personal development. Daft and Daft (2009) say in this regards that the role of teachers as well as of the leaders are relational with their followers.

DiMaggio (2007) states that educational executives, expects from teachers to be efficient in managerial and instructional matters, which ultimately help in the quality enhancement of education. Torgesen (2004) found that educational institutions have no proper program to be aware of the teacher's teaching styles and teacher leadership qualities and their impact on the grooming of the students. Orton (2005) explored that there is need of an extensive descriptive research to dig out the co-operative aspects of the teachers on the instructional factors and its ultimate effects on the learning growth of the students. The characteristics of leadership in teachers have brought a substantial change in instructional practices and classroom activities (Leithwood & Jantzi, 2005).

Curtis (2013) explains that the leadership quality of the teachers is excessively helpful in schools improvement and in making the schools environment conducive to the personality development of the students. Teachers who have the qualities of leadership can properly concentrate on students' performance and such a teacher can easily co-operate with other teachers and also tries to learn more and more for his professional development (Lieberman & Friedrich, 2010).

Bowman (2004) is of the view that all the different administrative requirements cannot be fulfilled by the school administration. So those teachers, who are potent in the leadership capacities, deal the problems of administrative nature for the educational improvement. Scott (2009) elaborates that all the world leaders are good communicators. So the teachers, whose communicative skills are poor, can never do for the best performance of the students.

Silva, Gimbert and Nolan (2000) explained that open communication in educational institutions encourages the professional developments and leads to positive relationship. Positive environment is the very prerequisite of good schooling and it can be created through co-operative members of the institution. Shulman and Sullivan (2015) concluded that those teachers who are gifted with leadership attributes provide immense support to others. In these connections many evidences are present, which show that the teachers who take part in developmental activities and those who are indifferent of these activities are quite visible in the mirror of their efficiency and the impact of performance on students' outcomes is clearly distinguished.

Collective efficacy is an organizational construe, through which researchers identify the factors responsible for promoting school capacity with special reference to academic performance. Teacher leadership attributes can bring about change and they have acquired special expertise for bringing change in school environment (DiRanna & Loucks- Horsley, 2001).

According to Little (2003) collective efficacy of the teachers could be improved through effective teaching leadership role in school. Bredtmann, Crede and Otten (2013) suggested that self-efficacy is essential for the

individual's performance while collective efficacy in teachers can lead an institution to the apex of excellence which has positive impacts on the students.

Walstrom and Louis (2008) pointed out that through collective efficacy the teachers not only influence the student learning, but also arouse a sense of duty in them. Similarly Barth (2001) noted that teachers in shape of leaders can serve as role models for students. Johnson and Christensen (2004) suggested that the teachers who are yet new in the profession of teaching, must focus on their personal and professional development, so that they could improve themselves and also equip their students for leading role in their career.

Herman and Marlowe (2005) has discussed that the teacher leaders are needed to transform a classroom to the pattern of community in which obedience to authority and co-operation with each other is stressed. Greenleaf (2002) suggested that responsible role can be assigned to the students by efficient leaders and resultantly they can act with responsibility and the students would be prepared to serve the society and they will also be served by the society.

Henson (2001) suggested that teacher must be efficient in offering feedback and guidance to the students. So that he could guide the students in time and correctional measures could be taken in time. Feedback taking is the very instrument of a teacher leader who can propose the accurate remedy for the overall development of the student as if the evils and short comings of the students are not nip in the bud then the menace can become irredeemable.

This current study was conducted on this aspect of the teachers' leadership and its relation with the students' efficiency both in private and public sector secondary institutions. The teacher leadership and its relationship with students' performance varied in Peshawar district. Moreover, this study was needed to guide the teachers to improve their leading role of student learning and extend their efforts for the holistic development of the students.

### **Objective of the Study**

1. To investigate the leadership quality of the teachers and its relationship with students' performance.

### **Research Hypothesis**

H<sub>1</sub>: There is a significant relationship of teacher leadership attributes i.e. collegiality, participation, open communication and inclusion of students in positive environment with the performance of students.

### **Theoretical Framework**

This study was based on the theory of Bandura's Social Cognitive Model (Bandura, 1997) which covers the different dimensions of the teacher impact on the student efficacy. These dimensions are named as (a) Personal Tributes (b) Behavioral Characteristics and (c) Environmental Factors.

**Figure 1**  
*Conceptual Frame Work of the study*

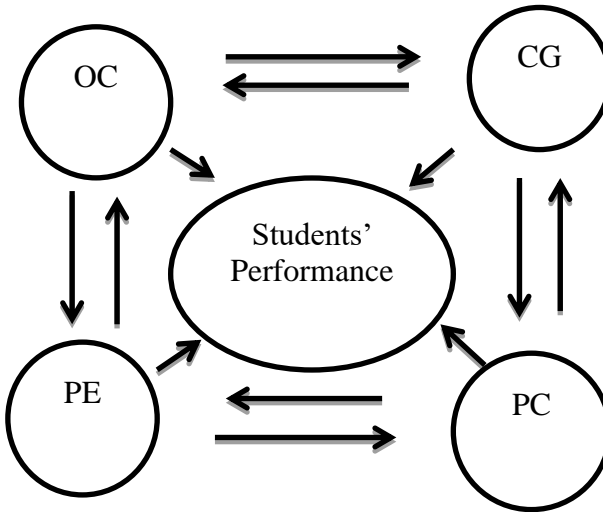


Figure 1 shows those very attributes of teacher leadership like Participation (P.C), Positive Environment (P.E), Collegiality (C.G) and Open Communication (O.C) and its impact on the overall efficacy and learning achievement of the students. This figure clearly indicates that if a teacher allows a permissive environment to the students, there pressure, anxiety and undue fear will be automatically dissolved. There efficacy will eventually improve in the wake of natural freedom of teaching learning process. Similarly they will express their viewpoint among the colleagues without any hesitation so they will remain completely safe from the negativity of environment, which will improve their holistic achievement.

In addition to this, Stajrovic and Fred (1998) researched on the self-efficacy and work related performance of the employees. Later on Cherian and Farouq (2013) elaborated this social cognitive theory regarding the performance of the employees and its impact on the motivation and work related performance.

#### **Limitation of the Study**

This study faced some limitations, for instance, non-availability of competent respondents and problem in their proper responses etc. Therefore further research in this field is recommended as there is ground for further research pertaining to the importance of teaching learning process on the part of teacher as well as its impact on the students.

#### **Procedure of the Study**

The nature of this study was quantitative to ascertain that there is how much association exists among variables. This degree of relationship is known as the coefficient of correlation (Gay, Mills & Airasian, 2012).

Four characteristics of teacher leadership that i- C.G. (Collegiality), ii- P.C. (Participation), iii- O.C. (Open Communication), and iv- P.E. (Positive Environment) were taken as inconstant variables and students' performance as constant variable.

### Population

The population of this study was all the SSTs (Secondary School Teachers) of public schools for boys in the district of Peshawar. According to the 2020 report of Khyber Pukhtunkhawa Education Monitoring Authority (KPEMA) for Elementary and Secondary Education (E & SE), there were 658 SSTs and 85 public schools in district Peshawar.

### Sample Size

Two hundred and forty two SSTs (Secondary School Teachers) out of 658 were selected as per Krejcie and Morgan (1970) table from public boys' schools to investigate their perception regarding different attributes of teacher leadership in their schools.

### Instrument for Data Collection

The Teacher Leadership School Survey (TLSS) of the Katzenmeyer and Moller (2009) was used as a tool for data collection. The Likert type questionnaire of five options i.e. i- Not Agree Completely, ii- Not Agree, iii- No Response, iv- Agree and v- Agree Completely was used to assess the responses, the questionnaire were personally distributed among public sector of secondary schools teachers (SSTs) in the district Peshawar, while the students' performance result of class 9 and 10 was taken from the Board of Intermediate and Secondary Education, Peshawar annual SSC (Secondary School Certificate) examination 2019-20.

**Table 1**

*Reliability Among the Items of Each Variable*

Variables	Cronbach's Alpha	Items
CG (Collegiality)	.81	07
PC (Participation)	.84	07
OC(Open Communication)	.82	07
PE (Positive Environment)	.87	07

In table 1, the result of Cronbach's Alpha estimated reliable consistency among the items of each variable which falls according to Uma Sekeran in good range .81 to .87 over 80 and confidence level 95%, so all the variables can be used for further analysis.

**Table 2**  
*Descriptive Statistics of the Involved Variables*

	No.	Minim. value	Maxim. value	Mean value	Std. Dev.
CG	242	1.29	5.00	4.044	0.616
PC	242	1.14	5.00	3.695	0.799
OC	242	1.14	5.00	3.961	0.714
PE	242	1.14	5.00	3.968	0.729
Age	242	25.00	59.00	38.36	8.249
Edu.	242	14.00	18.00	15.500	0.913
Exp.	242	01.00	30.00	9.510	8.565
Stud.Result	242	20.00	82.00	50.250	13.502
List-wise No.	242				

In table 2, the purpose of Descriptive Statistics is to understand and describe the feature of the given data of sample in short and summarized form. So in this way a quantitative insight can be easily attained.

The total respondents were 242 and differentiated the Minimum values, Maximum values, Mean values, and Std. Dev. values of their age, education, experiences and the students' results of the different public institutions of secondary level for boys along with such variables which involved in the study.

**Table 3**  
*Association between Collegiality and Students Efficacy*

		Stud. Efficacy	CG
Stud. Efficacy	Pearson Correlation,	01	.456
	Sig, (2-taild)		.000
	Respondents,	242	242
CG	Pearson Correlation,	.456	01
	Sig, (2-taild)	.000	
	Respondents,	242	242

In table 3, the Pearson Correlation result of variable CG and Students' Efficacy shows the  $r = .456$ , which is significant statistically at  $P < 0.01$ . It is suggested that there is medium progressive and substantial association between Collegiality and Students' Efficacy.

**Table 4***Association between Participation and Students Efficacy*

		<b>Stud. Efficacy</b>	<b>PC</b>
Stud. Efficacy	Pearson Correlation	.413	.413
	Sig. (2-taild)		.003
	No. of Respondents	242	242
PC	Pearson Correlation	.413	.01
	Sig. (2-taild)	.003	
	Respondents	242	242

In table 4, the Pearson Correlation result of variable PC and Students' Efficacy shows the  $r = .413$ , which is significant statistically at  $P < 0.01$ . It is suggested that there is moderately progressive and substantial association between Participation and Students' Efficacy.

**Table 5***Association between Open Communication and Students Efficacy*

		<b>Stud. Efficacy</b>	<b>OC</b>
Stud. Efficacy	Pearson Correlation,	.338	.338
	Sig, (2-taild)		.001
	No. of Respondents,	242	242
OC	Pearson Correlation,	.338	.01
	Sig, (2-taild)	.001	
	Respondents,	242	242

In table 5, the Pearson Correlation Test result of variable OC and Students' Efficacy shows the  $r = .338$ , which is significant statistically at  $P < 0.01$ . It is suggested that there is weakly progressive and substantial association between Open Communication and Students Efficacy.

**Table 6***Association between Positive Environment and Students Efficacy*

		<b>Stud. Efficacy</b>	<b>PE</b>
Stud. Efficacy	Pearson Correlation,	.418	.418
	Sig, (2-taild)		.000
	No. of Respondents,	242	242
PE	Pearson Correlation,	.418	.01
	Sig, (2-taild)	.000	
	Respondents,	242	242

In table 6, the Pearson Correlation result of variable PE and Students' Efficacy shows the  $r = .418$ , which is significant statistically at  $P < 0.01$ .



0.01. It is suggested that there is medially progressive and substantial association between Positive Environment and Students' Efficacy.

**Table 7**

*Association between Composed Variable Teacher Leadership and Students Efficacy*

		<b>Stud. Efficacy</b>
Stud. Efficacy	Pearson Correlation,	01
	Sig. (2-taild)	
TL	No. of Respondents,	242
	Pearson Correlation,	.407
	Sig. (2-taild)	.000
	Respondents,	242

In table 7, the Pearson Correlation result of variable TL and Students' Efficacy shows the  $r = .407$ , which is significant statistically at  $P < 0.01$ . It is suggested that there is moderately progressive and substantial association between the composed variable Teacher Leadership and Students Efficacy.

### **Findings**

The study revealed that the leadership attributes of the teachers influence the students' capability and its relation with the students' performance is clearly vivid and visible in the form of different SPSS Version 23 Tests.

- a. It is concluded from the reliability test results that items of the all variables estimated in good ranges, 81 to 87 which are used for more exploration.
- b. Result of the Descriptive Statistics estimates the maximum value, minimum value, mean value and standard deviation of entirely involved variables in standard range.
- c. The Pearson Correlation result of Collegiality (CG) and Students Performance shows that there was statistically significant correlation between Collegiality and Students Performance at  $P < 0.01$ , which has provided base for the said description and this finding is in consonance with studies of DiRanna and Loucks-Horsley (2001) which state that students learned from the practical example of social interaction. Collegiality provides social participation of the students under leadership guidance of the teacher.
- d. The Pearson Correlation result of Participation (PC) and Students' Performance shows that the correlation was found statistically significant between Participation and Students Performance at  $P < 0.01$ , which has provided reasonable info in this area and this finding is in resemblance with studies of Herman and Marlowe (2005) and Greenleaf (2002) which state that the students adopt responsible role

- playing in society if they are provided a congenial environment by the leader teacher for proper exposure in the social role playing process.
- e. The Pearson Correlation Test result of Open Communication (OC) and Students Performance shows that a significant correlation was between Communication and Students Performance at  $P < 0.01$ , which has provided the basic description in this regard and it is in agreement with study of Scott (2009) which states that effective communication is the important tool of a good leader.
  - f. The Pearson Correlation result of Positive Environment (PE) and Students' Performance shows that the nature of correlation between Positive Environment was sound and significant regarding Students' Performance at  $P < 0.01$ , which give basic information in this connection which is in coincidence with the study of Henson (2001) which explained that habit formation of the student is the main responsibility of the teachers.
  - g. The Pearson Correlation result of composed variable of Teacher Leadership (TL) and Students' Performance shows that statistically significance correlation in Teacher Leadership and Students' Performance at  $P < 0.01$ , which is treated as a base for the given description which is in complete consistency with the studies of Mark and Printy (2008) and Curtis (2013).

### **Discussion**

The purpose of this study was to find teacher leadership association with the quality of students efficacy. The investigation of this research carried out on teachers' leadership and its direct relationship with the students' performance found the various aspects of the teachers' leadership qualities affecting the efficacy of the students.

The previous researches have focused on the various activities of the teachers, which affected positively the performance of the students such as communicative powers, classroom management skills of the educators etc. The findings of this study are closely in consonance with the studies of Marks and Printy (2008), who were of the view, that different actions of the teachers have an excessively positive impact on the academic advancement of the students, and which eventually enhance the professionalism in the teachers. The results of this study resonate with the findings of Daft and Daft (2009), that teaches and leaders exerts direct influence on their follower.

The outcomes of this study has have a close resemblance with the findings of curtis (2013), states that the leadership quality of the teachers enhance school environment as well as contribute to the personality development of the students. The findings of this study are in line with the studies of Leithwood and Jantzi (2005), that these attributes of the teachers bring substantial positive change in pedagogical skills of the teachers which ultimately ameliorate students' performance.

This study resonates with the findings of Browman (2004) that through administrative traits of the teachers' improvement of education have been noticed in the institutions. The results of this study showed that good communication has have a vivid impact on the students learning while poor communication retards the learning capability of students which is resonated with findings of Scott (2009).

It has been derived from the holistic investigation of this study that the teacher leadership qualities have a substantial impact of direct relationship with students' performance. The findings of this study resonate with the findings of Engall et al. (2008) that through teacher leadership, the followers (students) are persuaded for the achievement of higher success.

This study found that through teacher leadership, the students are made capable for shouldering of the social responsibilities. The attributes of collegiality, social participation, the creation of a positive and permissive environment and open communication has have been found excessively lucrative for the overall grooming of the students and it has a proportional relationship with students' achievement.

### **Conclusion and Recommendations**

It is concluded from the outcomes of this study that all the teacher leadership traits and its relationship with the performance of the students is directly proportional, and these teacher leadership attributes have substantial impact on the overall efficacy of the learners.

The Pearson Correlation results show that there is moderately significant association with all involved variables and composed variable of teacher leadership which enhance and accelerate the overall efficacy of the students.

The study identified that teacher leadership can turn the students academically excellent and socially co-operative, congenial and cordial, therefore the following recommendation based on findings are put forward for practical implementation.

- a. Teachers should be properly trained to implement the quality of leadership in the teaching and learning process.
- b. The teacher leadership manners and skills are needed to be properly incorporated in the school system.
- c. Teachers should be empowered to organize their activities for the proper utilization of teacher leadership qualities.
- d. An environment free from social pressure should be provided to the teachers.
- e. Teacher leadership traits should be included in the curriculum of teachers' pre- service and in-service trainings for better performance.

### **Suggestion for Further Research**

Another area for exploration in this study is suggested to conduct a qualitative study on the amelioration of students' performance through teacher pedagogical skills at SSC (Secondary School Certificate) level.

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