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A Professional Development Model Enhancing Teacher Leadership Practices in Private Universities in Western District, Yangon, Myanmar

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Abstract

Acknowledging the pivotal role of teachers in shaping institutional success and educational outcomes, this study aims to develop a professional development model that enhances teacher leadership practices in private universities in Western District, Yangon, Myanmar. The study was conducted in twelve private universities in Western District, Yangon, with a sample size of 196 teachers, including part-time and full-time faculty. The research employed both qualitative and quantitative approaches. Systematic reviews of literature sources informed the creation of survey questionnaires. These questionnaires were then used to analyse the needs assessments of teachers. Through a qualitative approach, seven teacher leadership practices were analysed: setting direction, developing people, redesigning the organisation, transformational leadership, participative leadership, distributed leadership and instructional leadership and they were validated with 5 experts. The analysis of the questionnaires revealed that teachers' highest priority needs were (1) redesigning the organisation, (2) instructional leadership, (3) developing people, (4) setting direction, (5) participative leadership, (6) distributed leadership and (7) transformational leadership. Subsequently, a Professional Development Model was developed based on these findings. The model was validated by 15 experts from the higher education sector. The study concludes with recommendations for expanding the professional development model and discussing implications for policy and practice in Myanmar's private university context. Recognizing teacher leadership's role in driving innovation, this professional development model holds significant potential for elevating educational standards and improving student outcomes within Myanmar's private universities.

Keywords: teacher leadership practices, professional development, private universities

Introduction

Reflecting the evolving landscape of education and the rising expectations placed on teachers globally, teacher education has expanded its scope. This expansion facilitates the integration of successful teaching methods, strategies, and approaches from diverse contexts, thereby enhancing teachers' abilities to address the needs of a diverse student body (Leithwood & Jantzi, 2000).

In Myanmar, educators and teachers have faced neglect from the government since 1990s, with universities, particularly in higher education, being considered non-critical to the country's development and potentially threatening to its rule (Proserpi & Fiori, 2022). This neglect has led to a decline in the quality of education due to deterred effective teaching. UNESCO's 2019 assessment highlighted challenges such as a shortage of qualified teachers, inadequate professional development opportunities, and limited resources and infrastructure, further impeding teacher leadership progress (UNESCO, 2019). Additionally, political instability, conflicts, and the COVID-19 pandemic have exacerbated challenges, marginalizing teachers even further. Despite these obstacles, there has been an increasing demand for teacher leadership in transforming universities and schools over the past two decades (Crowther et al., 2009). Teacher leadership, defined as a collaborative process enhancing teaching and learning within schools or communities, is crucial for educational reform success, benefiting universities by empowering teachers to assume leadership roles and foster collaboration (York-Barr & Duke, 2004).

With the beginning of the new century, various societies are undertaking significant educational reforms. There is a widespread recognition among academics, instructors, and practitioners regarding the pivotal role of teacher professional development in modern education systems. Guskey (2002) defined professional development as refining instructors' knowledge and skills to enhance student learning outcomes, emphasizing the need for continual, tailored development. A comprehensive model of professional development centred on teacher leadership not only enhances educators' skills but also improves student performance and the overall education system.

In Myanmar, the current professional development model lacks focus on developing teacher leadership (Ministry of Education, 2021). A teacher leadership-centred approach aligns with the government's goal of increasing community participation in education, fostering stronger partnerships between schools and stakeholders, and ultimately improving educational outcomes for students (Leithwood et al., 2008; Ministry of Education, 2021). Given these considerations, the researcher aimed to develop a professional development model enhancing teacher leadership in Private University in Yangon, Myanmar.

Research Objectives

The purpose of this research objectives was identified as follows:

1. To explore the teacher leadership practices in higher education
2. To analyse the needs for developing teacher leadership practices in private universities in Western District, Yangon, Myanmar
3. To develop a professional development model to enhance teacher leadership practices in private universities in Western District, Yangon, Myanmar
4. To verify the professional development model to enhance teacher leadership practices in private universities in Western District, Yangon, Myanmar

Literature Review

The purpose of this study was to develop the professional development model enhancing teacher leadership practices in private universities in Western District, Yangon, Myanmar.

Leadership and Theoretical Perspectives

Nowadays, the concept of leadership is a subject of debate, particularly as reform efforts lean on its principles. There is a widespread sentiment that a greater emphasis on leadership is necessary within universities and schools. However, individuals in positions of leadership within the private sector often hold the belief that they possess a grasp of leadership and are enthusiastic about sharing their insights with those in the educational sector, sometimes perceiving educators as needing their guidance and expertise. Leithwood (2004) defined leadership as "a process of social influence in which a person enlists the assistance and support of others in executing a task or reaching a goal". It pointed out that good leaders are those who can adjust their leadership style to the unique circumstances in which they operate.

Teacher Leadership Practices

Effective teacher leadership is becoming more important since it provides a competitive edge not just for schools and universities, but also for teachers and students. In "What Do We Know About Teacher Leadership" by York-Barr and Duke (2004), Leithwood and Duke (1999) identified that teacher leadership can be categorised into transformational leadership, participative leadership, distributed leadership and instructional leadership. Leithwood et al. (2004) suggested a framework of teacher leadership practices that included setting directions, developing people, and redesigning the organization. A clear vision, objectives, strategic planning, and expectations for the organisation must be established and communicated as part of the practice of setting directions.

By linking York-Barr and Duke's (2004) teacher leadership practices with Leithwood et al. (2008), school or district curriculum work can be categorized into setting directions since it involves making strategic decisions about the educational goals, content and standards which shape the students' learning experiences. Moreover, York-Barr and Duke's (2004) teacher leadership practices such as "coordination and management", "professional development of colleagues", "parent and community involvement", "contributions to the profession" and "preservice teacher education" can be put under Leithwood's (2004) "developing people" since these factors are important for the development of people within the organization. "Participation in school change/improvement" can be associated with "redesigning the organization" since when individuals including students, teachers, administrators, and parents, actively participate in school improvement or change initiatives, they are contributing to the process of redesigning how school operates and functions (Leithwood, 2004; York-Barr & Duke, 2004).

Transformational leadership

According to the study by Bass and Riggio (2006), transformational leadership is a type of leadership that focuses on inspiring and encouraging followers such as students, colleagues,

and team members, to reach their full potential and surpass their own expectations. Transformational leadership has been repeatedly linked to a variety of desired outcomes in education, including teacher job satisfaction (Hallinger & Murphy, 1985), student success (Leithwood et al., 2008), and school improvement (Fullan, 2014). Transformational leadership enhances teacher commitment, motivation, and job satisfaction, which in turn benefits students' learning and accomplishment, and enhances teaching practices (Hallinger & Heck, 2010; Leithwood & Jantzi, 2000; Leithwood et al., 2004).

Participative Leadership

York-Barr and Duke (2004) described participative leadership as “a collective process of leadership enacted by individuals and groups within an organization to achieve common goals”. They claimed that participative leadership is distinguished by several fundamental characteristics, such as shared accountability, group decision making, and an emphasis on both individual and organizational learning. Participative leadership as “a form of leadership that involves the active participation of employees and other stakeholders in the decision-making process”. Empowerment, communication, and engagement are identified as fundamental elements of participative leadership (Leithwood et al., 2008). Katzenmeyer and Moller (2009) pointed out that participative leadership involves shared decision-making and supporting curriculum development initiatives.

Instructional Leadership

York-Barr and Duke (2004) described instructional leadership as “a collection of actions that purposefully encourage the improvement of teaching and learning”. Instructional leadership entails building a common vision for teaching and learning, supporting teachers' professional development, monitoring and assessing results, and encouraging a culture of continuous improvement. Setting direction, strengthening professional capability, and establishing a supportive atmosphere for teachers and students are included in instructional leadership (Leithwood et al., 2008).

Distributed Leadership

According to Leithwood et al. (2008), adopting the distributed leadership approach, everyone in an organisation, regardless of position or rank, may accept leadership responsibilities based on the nature of their duties. As a result, distributed leadership focuses on the relationships of people who hold both official and informal leadership responsibilities rather than their activities (Bennett et al., 2003; Harris & Spillane, 2008). Additionally, distributed leadership has the potential to foster shared accountability and collaborative ownership among educators. When leaders and teachers collaborate to make choices and solve issues, a feeling of shared purpose and commitment to enhancing student outcomes develops (Spillane, 2006).

Professional Development

Professional development is defined as "actions that grow or improve the knowledge, abilities, and effectiveness of educators" (Guskey, 2000). The research stressed the significance of assessing the influence of professional development on teacher practise and student learning outcomes. In the study, it established a methodology for assessing professional development

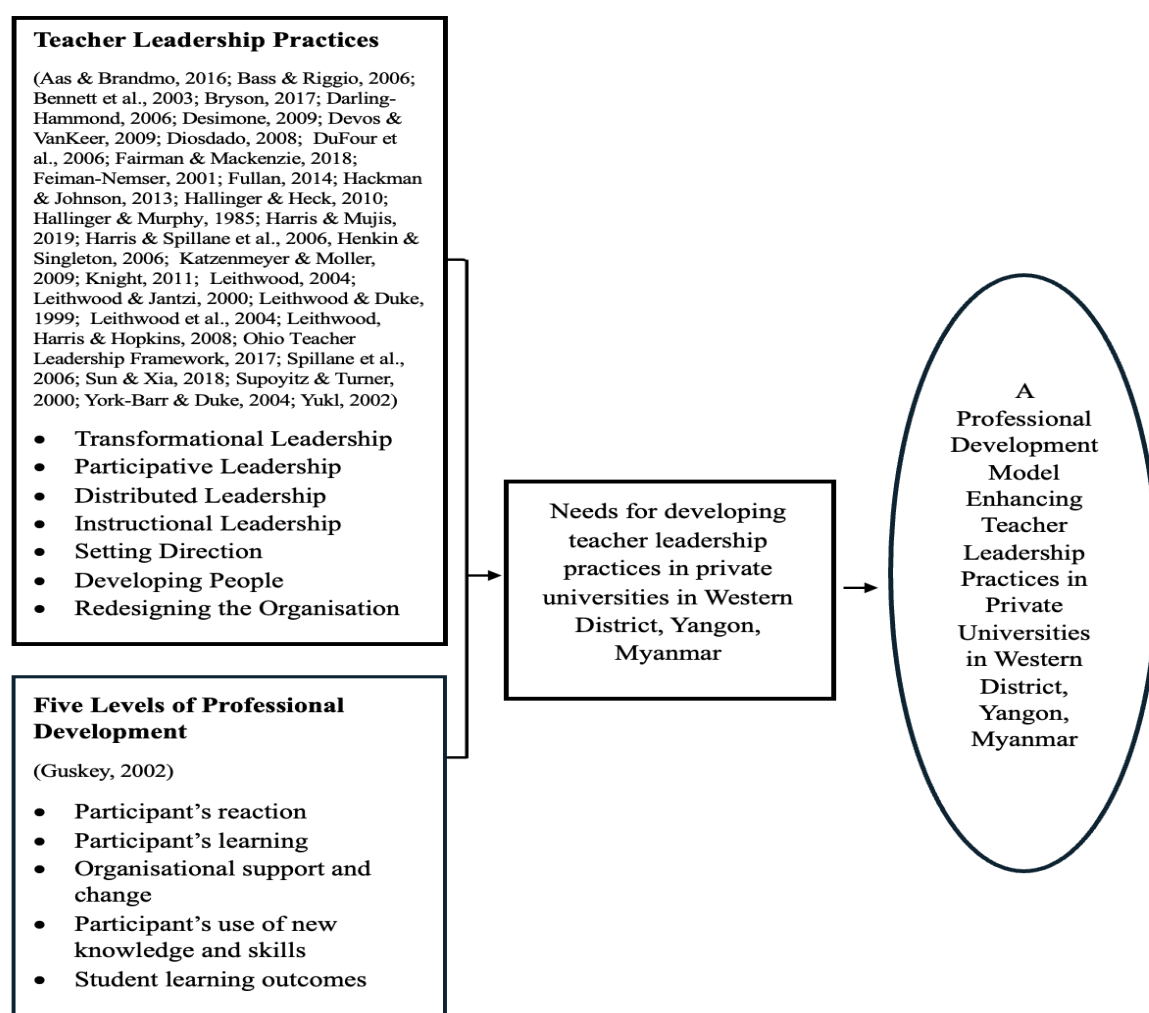
with five layers of evaluation: participant responses, participant learning, organisational support and change, participant application of new knowledge and skills, and student learning outcomes (Guskey, 2002). The study emphasized the need of aligning professional development with teachers' needs and aspirations, and with current school activities and priorities.

Conceptual Framework

Figure 1 illustrates the conceptual framework of this study by portraying the relevant theories and concepts which related to the literature review.

Figure 1

Conceptual Framework for a Professional Development Model Enhancing Teacher Leadership Practices in Private Universities in Western District, Yangon, Myanmar



Research Methodology

This research study focused on the development of professional development model enhancing teacher leadership practices in private universities in Western District, Yangon, Myanmar. During the study, a qualitative approach through systematic reviews and quantitative approach through questionnaires were applied to develop the professional development model. To gather primary data for this study, structured- questionnaires were delivered to private university teachers in the Western District of Yangon, Myanmar. For this study's secondary data, sources such as books, research papers, journals, dissertations, theses, online journals, and official documents from 2000 to 2023 were collected. When sorted by keywords, 48 pieces of literature were about teacher leadership practices. For gathering the data information, the quantitative research method and a five-point Likert (1932) scale was used. For validity of the instrument, five experts were invited to examine the validity of the questionnaire applying the Index of the Item-Objective Congruence (IOC) methodology. After their approval on the contents, the reliability of the instrument was conducted through a pilot testing phase with a distribution to a sample size of 15 teachers to test the validation and reliability of its contents by using Cronbach's Alpha (George & Mallery, 2003). After conducting the internal consistency reliability Cronbach's Alpha (α), the questionnaires were distributed and sent to the targeted population. The population of the study was 300 private university teachers from 12 private universities in Western District, Yangon, Myanmar. A random sampling method was used for identifying the desired and current teacher leadership practices. The actual returned sample size of teachers were 196 teachers. When analysing the need assessment of teachers, the PNImodified formula was utilized to prioritize the teacher leadership practices that needs to be improved according to the mean value of PNImodified. Once the results were examined from objective 2, a professional development model that enhance teacher leadership practices was developed with a focus group technique by gathering information through structured interviews from teachers. When creating a draft of professional development model that enhance teacher leadership practices, 15 experts validated the research instrument, provided feedback on the model, and the final model was developed.

Results and Discussion

The main findings of this research are classified into four parts as follows.

Finding of Research Objective 1

For this objective 1, a systematic review from theories and research related literature from databases were chosen. The literature search entails sources from 2000 to 2023. When sorted by keywords, 48 pieces of literature were about teacher leadership practices. The results of teacher leadership dimensions and teacher leadership practices were summarized in the Table 1.

Table 1*Results of Teacher Leadership Practices*

No	Practices/ Dimensions	Sub-Dimensions and examples of literature sources	Explanation
1	Transformational Leadership	-Vision -Inspiration -Empowerment -Development -Positive change -Individualized consideration -Intellectual simulation (Bass & Riggio, 2006; Fullan, 2014; Hallinger & Murphy, 1985; Hallinger & Heck, 2010; Leithwood, 2008; Leithwood & Jantzi, 2000; Leithwood et al., 2004; Leithwood, York-Barr & Duke, 2004)	Transformational leadership inspires and motivates people to accomplish outstanding results and personal progress, establish a vision, express clear objectives, provide empowerment and develop their followers to attain their greatest potential.
2	Participative Leadership	-Inclusion -Empowerment and accountability -Trust, Communication, collaboration -Shared decision-making (Devos & VanKeer, 2009; Diosdado, 2008; Hackman & Johnson, 2013; Henkin & Singleton, 2006; Katzenmeyer & Moller, 2009; Leithwood et al., 2008; Harris & Spillane, 2008; York-Barr & Duke, 2004; Yukl, 2002)	Participative leadership involves followers in decision-making and encourages active engagement in organizational choices.
3	Distributed Leadership	-Shared responsibility -Delegation -Expertise utilization -Adaptability -Collective learning -Trust, Communication, collaboration (Darling-Hammond, 2006; Hackman & Johnson, 2013; Hallinger & Heck, 2010; Hallinger & Murphy, 1985; Leithwood et al., 2008; Spillane, 2006; Sun & Xia, 2018; Supovitz & Turner, 2000; York-Barr & Duke, 2004)	Distributed leadership stresses the distribution of leadership responsibilities and decision-making within an organization among different persons or teams, a collective endeavour rather than solo duty of a single person.
4	Instructional Leadership	-Curriculum and Instruction -Teacher Development -Data-Driven Decision Making -Coaching and Mentoring -School Improvement -Instructional Supervision -Student Achievement (Aas & Brandmo, 2016; Hallinger & Heck, 2010; Harris & Mujis, 2019; Harris & Spillane, 2008; Leithwood & Jantzi, 2000; Xie et al., 2020; York-Barr & Duke, 2004)	Instructional leadership refers to the function of educational leaders in directing and promoting instructional methods and procedures in educational settings like schools or colleges.

No	Practices/ Dimensions	Sub-Dimensions and examples of literature sources	Explanation
5	Setting Directions	-Vision, Mission (Leithwood et al., 2008) -Goal Setting and align organizational goals (Katzenmeyer & Moller, 2009; Locke & Latham, 2013) -School or district curriculum work (York-Barr & Duke, 2004) -Strategic planning (Bryson, 2017) -Strategies (Leithwood et al., 2008) -Action Plans (Leithwood et al., 2008)	Define a clear and inspiring vision and articulate a mission that outlines the school's purpose and values. Set specific, measurable, and achievable goals and objectives that guide the actions, assess the current state, pinpoint the areas of alignment or misalignment, and deploy strategies to ensure that all efforts are aimed at attaining shared goals. Make strategic decisions about the educational goals, content and standards which shape the students' learning experiences. Involve the development of a roadmap for achieving an institution's goals and objectives. Approaches and methods that will be employed to address the identified priorities and achieve the desired outcomes. The specific steps and timelines that will be taken to implement the strategies and achieve the desired outcomes.
6	Developing People	- Professional Development (Desimone, 2009; Leithwood et al., 2008) - Coordination and management (Desimone, 2009; Leithwood et al., 2008; York-Barr & Duke, 2004) - Parent and community involvement (York-Barr & Duke, 2004) - Participation, teacher collaboration and teamwork (Fredricks et al., 2004; Katzenmeyer & Moller, 2009; York-Barr & Duke, 2004) - Student engagement (Feiman-Nemser, 2001; Leithwood et al., 2008) -Mentoring (Fairman & Mackenzie, 2018; Katzenmeyer & Moller, 2009; Knight, 2011; Leithwood et al., 2004) - Coaching (Leithwood, 2004) -Contribution to the profession (York-Barr & Duke, 2004)	Ongoing training and education of teachers to enhance their skills and knowledge in teaching and learning. Coordinate efforts to ensure that teachers receive the necessary training, guidance, and resources to enhance their skills, fulfil their potential, and contribute effectively to the organization's goals. Engagement, involvement, and interaction of students, teachers, parents, and other stakeholders within the educational community. Actively involved in and motivated by their learning experiences, foster collaborative environment where teachers work together synergistically to share ideas, resources and practices. The process of pairing experienced educators with novice educators to provide guidance, support, and feedback. The process of providing individualized support and feedback to educators and teachers to improve their instructional practices. The process of pairing experienced educators with novice educators to provide guidance, support, and feedback.

No	Practices/ Dimensions	Sub-Dimensions and examples of literature sources	Explanation
			Involve sharing insights, conducting research, participating in professional development, mentoring colleagues, and contributing to the advancement of the field.
7	Redesigning the organisation	-Strengthening district and school culture (Leithwood & Jantzi, 2000; Ohio Department of Education, 2017) -Professional learning communities (DuFour et al., 2005) -Participation in school improvement/change (Katzenmeyer & Moller, 2009; York-Barr & Duke, 2004) -Change Management (Fullan, 2014)	The intentional efforts made by educational leaders to foster a culture of collaboration, shared values, respect, and continuous improvement within educational organizations. Work together to share knowledge, expertise, and best practices to improve teaching and learning. Individuals collectively work to reshape the organization's structure, processes, and culture, resulting in improved educational outcomes, better alignment with educational standards, enhanced student experiences, and overall organizational effectiveness. Managing the transition from one organizational structure or culture to another

According to Table 1, the results of teacher leadership practices were transformational leadership, participative leadership, distributed leadership, instructional leadership, setting directions, developing people and redesigning the organization. After the identification of these seven practices through extensive literature review, a panel of five experts undertook the task of evaluating their content relevance to teacher leadership practices. This validation process, conducted within three weeks, ensured the alignment of the identified practices with the domain of teacher leadership.

Findings of Research Objective 2

The quantitative survey questionnaire was used to identify the desired and current teacher leadership practices through google doc survey form. Table 2 below illustrates the detailed explanation of each demographic questions.

Table 2

Gender Identity

Gender	Number	Total in Percentage
Female	164	83.7%
Male	29	14.8%
Prefer not to say	3	1.5%
	196	100%

A total number of 196 participants responded in the survey during the academic year from April 2023 to March 2024. Among all the respondents, 83.7% (n=164) were female, 14.8% (n=29) were male and 1.5% (n=3) were prefer not to say.

Table 3*Current Teaching Position or Role*

Teaching Position	Number	Total in Percentage
Teacher	184	93.9%
Assistant Principal	1	0.5%
Principal	3	1.5%
Other educational professional	8	4.1%
	196	100%

Table 3 shows the current teaching position or role of the respondents. Among 196 respondents, 93.9% (n=184) were teacher, 0.5% (n=1) was assistant principal, 1.5% (n=3) were principal and 4.1% (n=8) were other educational professionals.

Table 4*Teaching Experiences*

Teaching Experience	Number	Total in Percentage
1 year	18	9.2%
2-3 years	32	16.3%
4-6 years	51	26%
7 years and above	95	48.5%
	196	100%

Table 4 identified the teaching experience of teachers, in which 9.2% (n=18) have 1 year of teaching experience, 16.3% (n=32) have 2-3 years of teaching experience, 26% (n=51) have 4-6 years of teaching experience and the remaining 48.5% (n=95) have 7 years and above teaching experience respectively.

Table 5*Field of Education*

Teaching Position	Number	Total in Percentage
Education	8	4.1%
English	33	16.8%
Engineering	35	17.9%
Humanities and Art	4	2%
Business	59	30.1%

Teaching Position	Number	Total in Percentage
IT	35	17.9%
Other	22	11.2
	196	100

The above table classified the field of education into seven types. Among 196 respondents, 30.1% (n=59) were business teachers. Other field of education includes Hospitality and Tourism, Commerce, Mathematics and Health.

Table 6

Summary of Survey Results from Desired and Current Teacher Leadership Practices (n = 196)

No	Desired Teacher Leadership Practices	Desired Mean ($\bar{x}$)	SD	Interpretation	Current Mean ($\bar{x}$)	SD	Interpretation
1	Setting Direction	4.11	0.65	High	3.71	0.66	High
2	Developing People	4.04	0.65	High	3.66	0.70	High
3	Redesigning the Organisation	4.06	0.64	High	3.41	0.72	Moderate
4	Transformational Leadership	4.19	0.60	High	3.94	0.64	High
5	Participative Leadership	4.00	0.66	High	3.71	0.74	High
6	Distributed Leadership	3.98	0.643	High	3.71	0.68	High
7	Instructional Leadership	4.08	0.65	High	3.60	0.74	High

Table 6 indicated a summary of survey results from desired and current teacher leadership practices. Among all the desired practices, teachers have strong desire on transformational leadership compared to other teacher leadership practices. Other teacher leadership practices such as setting direction, developing people, redesigning the organization, participative leadership, distributed leadership and instructional leadership scored in the mean ($\bar{x}$) range of 4.12 to 3.98. On the other, the results of current teacher leadership practices showed that among all current teacher leadership practices, teachers have moderate score on redesigning the organization, resulting average mean $\bar{x}$ of 3.41 which is lower than 3.5. The other six teacher leadership practices resulted high score on current teacher leadership practices. Out of the six high scores for teacher leadership practices, teachers were currently practicing transformational leadership the most.

Table 7*The Need Assessment Gap (PNImodified) from Desired and Current Teacher Leadership Practices*

Teacher Leadership Practices	Mean ($\bar{x}$)		PNImodified I-D/D	Ranking
	Desired (I)	Current (D)		
Setting Direction	4.11	3.71	0.108	3
Developing People	4.04	3.66	0.104	4
Redesigning the Organisation	4.06	3.41	0.191	1
Transformational Leadership	4.19	3.94	0.064	7
Participative Leadership	4.00	3.71	0.077	5
Distributed Leadership	3.98	3.71	0.073	6
Instructional Leadership	4.08	3.60	0.133	2

Table 7 indicated the comparison between the desired and current teacher leadership practices, which reveals the need assessment gap. The fourth column calculates the Positive-Negative Index modified (PNImodified), which represents the magnitude of improvement desired for each leadership practice. The results of the PNImodified indicated the positive value, which points out that the desired level of implementation is rated higher than the current level, suggesting a need for improvement. For the ranking column, it ranks the teacher leadership practices based on their PNImodified values, with lower ranks indicating higher priority areas for improvement. According to the table, teachers need high priority to improve in redesigning the organisation (PNImodified = 0.191), instructional leadership (PNImodified = 0.133), developing people (PNImodified = 0.108) and setting direction (PNImodified = 0.104) that rank 1 to 4 respectively. The other teacher leadership practices such as participative leadership, distributed leadership and transformational scored 0.077, 0.073 and 0.064 respectively, the values indicate a modest desire for improvement, which shows that the desired level is slightly higher than the current level, but the difference is relatively small. Thus, it is denoted that there is some potential for enhancement, but the current level of implementation is relatively close to the desired level.

Findings of Research Objective 3

In objective 3, based on the outcomes of the need assessment of teacher leadership practices, a Professional Development Model that enhance Teacher Leadership Practices was developed by applying the five modelling stages that Shiflet & Shiflet (2014) suggested. Firstly, problem analysis is a crucial step in the development of a Professional Development Model aimed at enhancing Teacher Leadership in Private Universities in the Western District of Yangon, Myanmar. The initial stage is based on objective two, which was started by conducting thorough research and needs assessments that identify the gaps or need assessments of teacher leadership practices in private universities in the Western District of Yangon. It involves reviewing existing literature of seven teacher leadership practices, content validation from experts, conducting surveys questionnaires with teachers, and analyzing the gap (the need assessment) of teacher leadership practices. The needs assessment conducted in this study facilitated the identification of gap between teachers' desired leadership practices and current

level of teacher leadership practices. Objective three of the study corresponds to the second and third stages of the modeling process, encompassing the formulation and resolution of the model. Drawing upon insights gleaned from the needs assessment, literature review, and expert interviews, the researcher delineated a model comprising a series of interventions designed to nurture practices associated with teacher leadership. The fourth objective of the study encapsulates the modeling endeavors of stages four and five. The results of the needs assessment in objective two underscored a conspicuous divergence, particularly in the areas of redesigning the organization, instructional leadership and setting directions, which exhibited a high priority needs for improvement. Based on these findings, interview questions were formulated to delve deeper into these specific areas and explore expert perspectives on redesigning organizational structures and enhancing instructional leadership practices within the educational context.

Table 8*Summary of Interview Results*

Questions	Results
1. Can you provide examples of teacher leadership practices that you consider important in the context of private universities?	Curriculum Development Mentoring and Coaching Teamwork, Collaboration, and Interdisciplinary Initiatives Change Management Strategic Planning and Institutional/ Faculty Development Professional Development Shared decision-making and delegation Accountability, empowerment Participation in institute/ university improvement Continuous improvement Assessment and Evaluation
2. Do you agree with the inclusion of these teacher leadership practices such as redesigning the organisation, instructional leadership and setting directions in the professional development model? - Can you provide examples of initiatives or strategies that could potentially enhance the organizational effectiveness and efficiency within our institution? - “How can teachers and educational leaders work collaboratively to articulate a clear vision for our institution and align goals and actions to achieve that vision?”, - “Can you share examples of effective instructional leadership practices that have positively impacted student learning outcomes within our institution?”	All agree on the inclusions of these leadership practices. - Improve teaching and instructional practices - Training and Leadership Development programs - Organizational culture assessment - Change management processes - Define clear objectives and align to achieve them - Engage in open dialogue, communicate effectively - Foster collaboration and teamwork - Strategic planning with faculty and teachers - Differentiated instruction Growth Mindset cultivation - Formative feedback and assessment practices - Student-centered instruction - Curriculum and instruction supervision
3. Based on your experience, do you agree with the seven teacher leadership practices and what recommendations would you provide for successfully implementing the teacher leadership professional	All agree on the importance of seven teacher leadership practices. - Continuous assessment, feedback and reflection - Leadership and Professional Development

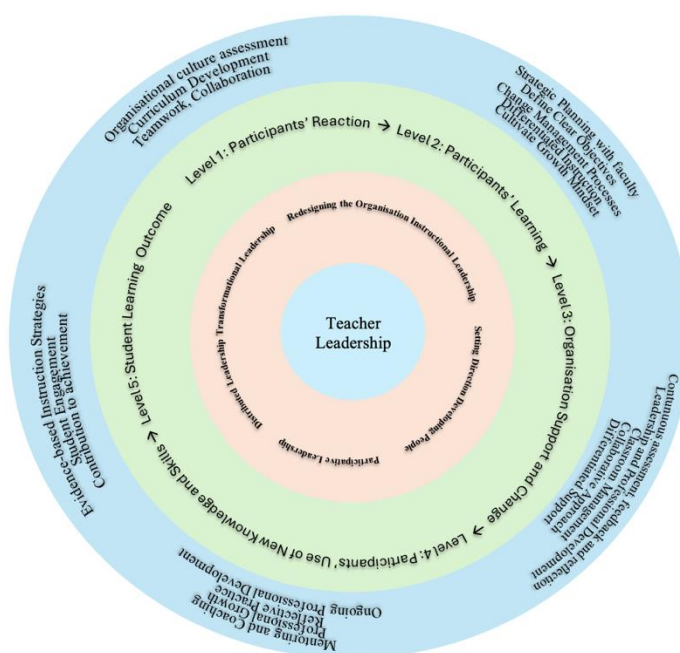
Questions	Results
development model?''.	- Differentiated Support - Classroom management - Clear Vision and Goals - Collaborative approach - Cultivate growth mindset

The draft teacher-leadership professional development model was adapted with Guskey's five levels of professional development framework.

The following figure illustrates the draft model to enhance teacher leadership professional development of teachers based on Guskey's five levels of professional development.

Figure 1

Draft of the Professional Development Model to Enhance Teacher Leadership Practices



Source: Draft of the Professional Development Model to Enhance Teacher Leadership Practices

The model was developed in a circular diagram consisting of three different layers. The first layer incorporates seven teacher leadership practices from York-Barr and Duke (2004) and Leithwood et al. (2008), and ranked according to the outcomes of the high priority need assessments of teachers such as redesigning the organization, instructional leadership, setting direction, developing people, participative leadership, distributed leadership and transformational leadership. The second layer of the model used Guskey (2002) professional development framework in five levels such as Level 1: Participants' Reaction, Level 2: Participants' Learning, Level 3: Organisation Support and Change, Level 4: Participants' Use

of New Knowledge and Skills, and Level 5: Student Learning Outcomes. The five levels of professional development evaluation framework were adapted with teacher leadership practices. The last layer of model is the cultivation of teacher leadership practices that were attained from interviews. The models' direction of the movement is a linear movement towards the center circle in attaining teacher leadership.

Application of the Model

When implementing the teacher leadership professional development model, the focus was on enhancing leadership practices among educators and teachers. The first step involves equipping teachers with foundational teacher leadership skills through targeted training. These sessions cover essential topics such as communication, collaboration, and decision-making and organizational culture assessment to effectively lead initiatives within their educational institutions. At the individual level, teachers are encouraged to reflect on their leadership practices and identify areas for growth. They may engage in self-assessment activities to gauge their strengths and weaknesses as leaders, enabling them to tailor their professional development journey accordingly. Additionally, opportunities for peer learning and mentorship can be integrated into the model, allowing teachers to learn from each other and share best practices in leadership.

Findings of the Objective 4

Model Validation

The model was validated through a rigorous procedure to ensure its effectiveness and applicability in private university contexts. Two weeks were given to the experts to review the model and the experts were contacted and asked for validation. Table 9 shows the comments from experts about the model.

Table 9

Teacher Leadership Professional Development Model Approval Feedback from Experts

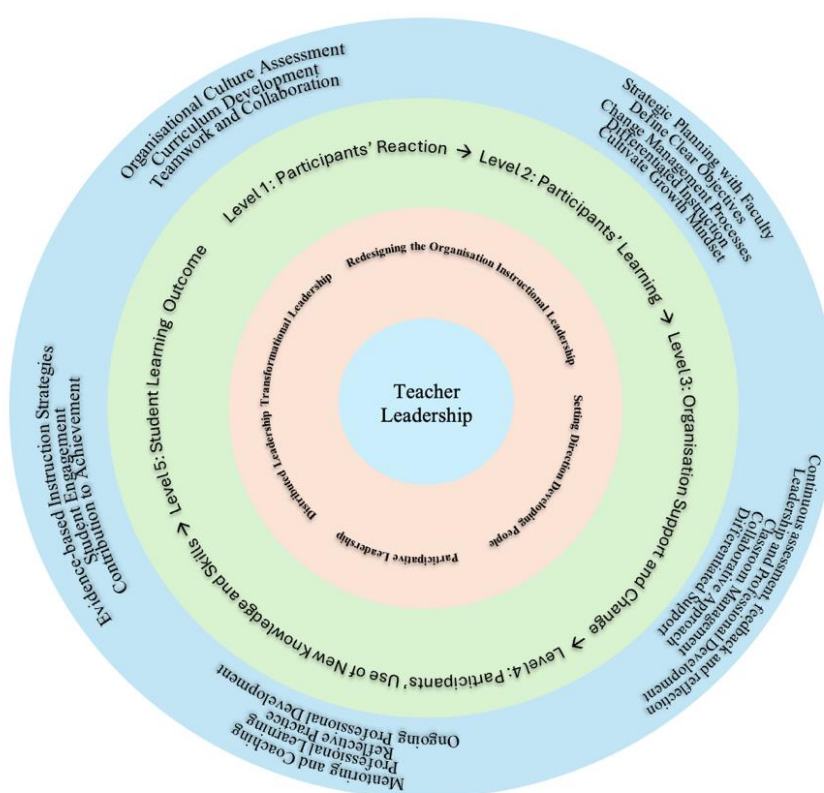
Experts	Comments
Expert 1	The model design exhibits a robust framework, seamlessly integrating key components essential for fostering teacher leadership in private universities.
Expert 2	Simple and easy to understand
Expert 3	To further enhance the model design, it could be beneficial to incorporate specific strategies for ongoing assessment and refinement. Additionally, considering the diverse needs and contexts of different educational institutions, providing flexibility within the model to accommodate various settings and resources would ensure its applicability
Expert 4	As you continue to refine the model design, consider implementing systems for ongoing feedback and adaptability. This could include scheduling frequent review sessions with stakeholders to evaluate the model's success and recommend areas for improvement. Furthermore, researching opportunities for collaboration with other institutions or professional organisations could help to improve the model by combining different viewpoints and best practices.
Expert 5	No comments
Expert 6	The model design is simple and easy to understand. It would be good to change the font size or enlarge the size.

Experts	Comments
Expert 7	Impressive effort on constructing the teacher leadership professional development approach. It is clear that much thinking and skill have gone into designing a framework that meets the changing difficulties encountered by educators.
Expert 8	It is pretty good.
Expert 9	Please change Teamwork, Collaboration to Teamwork and Collaboration. Please combine professional growth and ongoing professional development into one sentence. For level 4, add professional learning communities
Expert 10	No comments
Expert 11	Please be advised that each level needs a concrete measurement tool to ensure and achieve the seven teacher leadership practices
Expert 12	Implement a rigorous assessment system to assess the model's efficacy and identify areas for improvement. Gather input from participants, stakeholders, and external experts to guide iterative improvements and ensure long-term relevance and impact.
Expert 13	Please consider implementing more specific ways for assessing the model's performance and tracking its long-term impact on teacher leadership practices. You should also emphasize continual feedback loops and iterative changes will be critical for maintaining the model's relevance and effectiveness in promoting teacher leadership development.
Expert 14	No Comment.
Expert 15	Good model! It demonstrates a sophisticated awareness of the differed nature of teacher leadership, giving a comprehensive framework for addressing numerous aspects of professional development within educational institutions.

As all the experts approved and endorsed the finalized visual model without substantial alterations, the researcher made two additional modifications. The researcher added two changes such as Teamwork and Collaboration, and Ongoing Professional Development along with adding professional learning communities and changing the font size. Figure 2 shows the finalized model of Professional Development Model to Enhance Teacher Leadership in private universities in Western District, Yangon, Myanmar.

Figure 2

A Final Professional Development Model to Enhance Teacher Leadership Practices



The above figure is a final professional development model to enhance teacher leadership practices.

Summary of Research Results

The research findings indicate that teachers prioritize their needs in teacher leadership practices, with redesigning the organization ranking highest. This need is attributed to traditional hierarchical structures in universities, limiting teachers' autonomy and hindering their ability to initiate organizational changes. Additionally, teachers prioritize teaching duties over organizational leadership responsibilities due to time and resource constraints. Lack of competence in organizational leadership may result from limited professional development opportunities. To address these challenges, promoting a shared leadership culture, providing specialized training for organizational change, and establishing systems for educators' active involvement in decision-making are recommended.

Conclusion

Overall, the development of a professional development model enhancing teacher leadership practices in the Western District of Yangon, Myanmar was conducted and validated through a combination of qualitative and quantitative approach. Teacher leadership practices

were synthesized from 48 pieces of literature, resulting setting direction, developing people, redesigning the organisation, transformational leadership, participative leadership, distributed leadership and instructional leadership. When identifying the need assessment gap, teachers need high priority to improve in redesigning the organisation (PNI_{modified} = 0.191), instructional leadership (PNI_{modified} = 0.133), developing people (PNI_{modified} = 0.108) and setting direction (PNI_{modified} = 0.104) that rank 1 to 4 respectively. The other teacher leadership practices such as participative leadership, distributed leadership and transformational scored 0.077, 0.073 and 0.064 respectively. Based on the outcomes of objective 2, the draft of the professional development model to enhance teacher leadership practices based on Guskey's five levels of professional development framework was developed in a round shape consisting of three layers. Then, it was validated with 15 experts. Moving forward, rigorous implementation and evaluation strategies will be essential to gauge the model's effectiveness and refine its components iteratively. Ultimately, this endeavor underscores the commitment to advancing teacher leadership and enhancing the quality of education in the region.

Discussion

The development of a professional development model aimed at enhancing teacher leadership practices in the Western District, Yangon, Myanmar represents a significant step towards improving the quality of education in the region. The model's creation, informed by a comprehensive review of literature synthesizing various teacher leadership practices, underscores the importance of a systematic approach to leadership development. By identifying specific areas of need through a combination of qualitative and quantitative methods, the model prioritizes interventions targeting critical aspects of teacher leadership, including redesigning the organization, instructional leadership, developing people, and setting direction. The assessment gap analysis revealed that teachers in the region require significant improvements in certain leadership practices, particularly in redesigning the organization, instructional leadership, developing people, and setting direction. These findings highlight key areas where targeted professional development initiatives can have the most significant impact on enhancing teacher leadership capabilities and ultimately improving educational outcomes.

Drawing on Guskey's five levels of professional development framework, the draft of the professional development model was structured, which takes the form of a round shape comprising three layers. This intentional design underscores the interconnectedness and holistic nature of teacher leadership development. By acknowledging the multifaceted roles and responsibilities of educators in driving school improvement, this strategic approach aims to foster comprehensive growth and effectiveness among teachers.

Overall, a comprehensive approach to professional development is recommended, addressing both personal and institutional aspects. Teachers should have opportunities for skill enhancement through workshops, training, and mentorship programs, focusing on communication, teamwork, and critical thinking. Regular evaluations aid in identifying areas for improvement, facilitating continuous learning and reflection (Harris & Mujis, 2019). In Yangon, Myanmar, cultural norms, limited resources, and institutional frameworks could

influence the perception and implementation of teacher leadership practices (Harris & Mujis, 2019). Hence, the model must be versatile and adjustable to cater to different situations and requirements, guaranteeing its pertinence and longevity within the specific environment.

Limitations

Limitations in developing the professional development model to enhance teacher leadership practices in the Western District of Yangon, Myanmar, stem primarily from the discrepancy between the intended population size of 300 respondents and the actual participation of only 196 individuals from private universities. This disparity introduces several challenges and constraints in the research process. Firstly, the reduced sample size may compromise the representativeness and generalizability of the study's findings, as the perspectives and experiences of the non-participating individuals remain unexplored. Consequently, the developed model may not fully capture the diverse range of contexts, challenges, and needs within the Myanmar education system.

The study identifies challenges in Myanmar's educational landscape, such as logistical barriers and cultural factors, affecting participation in research. Tailored strategies are needed to overcome these challenges and ensure inclusivity. Context-specific dynamics, including cultural norms and policy frameworks, pose limitations for developing a universally applicable professional development model.

Despite these limitations, the study provides valuable insights into the development of professional development model enhancing teacher leadership practices in Myanmar's private universities. By acknowledging and addressing these limitations, future research and development efforts can strive to create more inclusive, contextually relevant, and impactful professional development models tailored to the needs of Myanmar's educators and educational institutions.

Recommendations

To Private University Teachers:

Private university teachers in Myanmar hold a pivotal role in shaping the region's educational landscape. Embracing a growth mindset and committing to continuous professional development are essential for enhancing their effectiveness as leaders and educators. Encouraging participation in professional learning communities (PLCs), seeking mentorship and coaching opportunities, and advocating for leadership development initiatives are effective strategies for cultivating leadership skills among private university teachers. By embracing these approaches, teachers can remain adaptable, informed, and supported, positioning themselves as effective leaders and role models in their institutions and contributing positively to the quality of education in the region.

To Higher Education Institutions and Universities:

In the Western District of Yangon, specifically in Myanmar, higher education institutions have a significant impact on molding the future of education and society as a whole. To ensure ongoing progress in the education sector, these institutions must focus on enhancing

leadership skills through professional development programs. This entails providing resources and support for teacher leadership programs, workshops, and training sessions to equip educators with the necessary knowledge and competencies. Cultivating a culture of teamwork and collective management is also crucial, fostering collaboration across disciplines and promoting group problem-solving to drive organizational advancement. Moreover, institutions should offer continuous acknowledgment and rewards for teachers demonstrating exceptional leadership, thereby creating a supportive environment for leadership skill development. By prioritizing leadership development, fostering collaboration, and recognizing exemplary leaders, colleges and universities in the Yangon could cultivate a new generation of leaders who will drive positive transformations in education and contribute to societal development.

To Future Researchers:

Future researchers should focus on important factors when aiming to improve teacher leadership practices through professional development models. Initial steps should include thorough needs assessments in the educational setting to pinpoint gaps, challenges, and opportunities in teacher leadership. This requires interacting with educators, school leaders, and other individuals involved to comprehend their viewpoints and experiences. In addition, it is recommended that future researchers engage stakeholders in a participatory manner during all stages of the research. Working together and creating knowledge jointly guarantees that the professional development model is relevant, inclusive, and reflects the varied needs of educators.

Additionally, researchers should explore innovative teaching practices and methodologies for training teachers and backing for teacher leadership. This could involve leveraging technology, hands-on learning experiences, and real-life case studies. Additionally, it is crucial to evaluate the effectiveness of professional development models through thorough research techniques, including gathering information on teacher attitudes, actions, and student outcomes.

In conclusion, future researchers should prioritize sharing knowledge to benefit the advancement of teacher leadership development. This can be achieved through publishing research papers, sharing results at meetings, and collaborating with policymakers and professionals. Such efforts can lead to the improvement of professional development models, benefiting students and fostering a culture of ongoing improvement in educational institutions.

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