

# A STRATEGIC LEADERSHIP TO IMPROVE HIGHER SECONDARY MATHEMATICS TEACHERS' TEACHING PRACTICES

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## Abstract

The purpose of this study was to develop a leadership model to improve higher secondary mathematics teaching strategies. The model was developed to enhance leadership style and teaching strategies. This study was conducted by two objectives. The first objective was to determine the impact of leadership style on teachers' teaching strategies of higher secondary mathematics teachers. The second objective was to compare the teachers teaching strategies before and after they attend the leadership style training program. Quantitative method was used for the study. The major theories were situational leadership and transactional leadership and the teaching strategies questionnaires were taken from reviewed literature. A survey was used to collect the quantitative data from the secondary mathematics teachers. For the quantitative data, statistical analysis was carried out to obtain the Mean and Standard Deviation. Multiple regression analysis was utilized to find significant variables. A survey using the leadership styles questionnaire were distributed to a sample of one hundred fifty secondary mathematics teachers. The current leadership style and teaching strategies were found to be moderately practiced by the higher secondary mathematics teachers. A model of leadership style for higher secondary mathematics teachers' teaching strategy was two parts: leadership style and teaching strategy. The new leadership model will hopefully be utilized by the higher secondary mathematics teachers, school leaders and the administrators. The new leadership model aims at implementing in the higher secondary mathematics teachers' being investigated. It is believed that the model would substantially influence the way the higher secondary mathematic teachers' currently practiced leadership. The administrators can adjust themselves in performing their leadership practices through a number of factors which include time constraints and workloads, cooperation, culture, and values, qualification, skills, and experience, organizational structure, funding and facilities, and tasks and roles related to leadership.

**Keywords:** Leadership, Higher Secondary, Mathematics Teachers and Teaching Strategies.

## 1. Introduction

As said by Swami Vivekananda "Education is the manifestation of the perfection already in man". The idea of teaching and the way the education was very different in India. Even though there was a regulating leadership but still there were few which runs differently (Nessipbayeva, 2012). Effective teacher leaders offer and keep on building up, a lot of miens and mentalities. They were enthusiastic daring individuals whose honesty, high adequacy, and substance learning give them believability with their partners (Zapata, 2006). Their craving to work with grown-ups was grounded in their conviction that frameworks level change would emphatically affect student learning. All together for teacher leaders to prosper, certain qualities and conditions. Teacher leaders must have the information and abilities expected to lead. Subsequently, to be viewed as a leader, they should also have a lot of positive thoughts and negative thoughts. At last, there must be an assortment of chances for the initiative in the school, area or larger context. Based on Indian Education System, Teaching Competencies were given more important for students learning. A student's academic achievement is based on teacher's teaching competencies (Venkataiah, 2002). In India, technology-based

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