



RESEARCH PAPER

An Investigation of the Teacher Education Programs regarding the Development of Leadership Skills

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ABSTRACT

The study focused on exploration of the role of teacher education programs in promoting leadership skills among university students at GC women university Sialkot. The perceptions of university teachers regarding how the teacher education programs are developing leadership skills of students were studied. Purposive sampling was done to get the insights of directly involved university teachers of Education department of GC Women university Sialkot. The analysis of interview transcript of 9 university teachers revealed that the teacher education programs are positively contributing towards the development of problem solving, digital communication, collaboration, conflict resolution, decision making, emotional intelligence, critical thinking, team building, vision, strategic management and reflective practices. This contribution is being made through a curriculum and highly qualified teachers by providing the students opportunities of teaching practice and research work under supervision of the subject experts. On the basis of the findings of this research, it is recommended that teacher education programs should be allocated the maximum seats for student enrollment and increase the financial allocations to promote these leadership skills.

KEYWORDS

Teacher Education Programs, Leadership Skills, Problem Solving, Digital Communication, Collaboration, Conflict Resolution, Decision Making, Emotional Intelligence, Critical Thinking, Vision And Strategy Management And Reflective Practices

Introduction

Teacher education programs are crucial for educational performance, shaping the quality of educational training and for developing the management, administrative and leadership skills among teachers. Teacher education programs typically consist of organized classes and instruction intended to provide people the abilities, know-how, and skills they need to become successful educators. These programs typically include a combination of theoretical coursework on educational principles, teaching methods, curriculum design, and practical experiences such as student teaching or internships in classroom settings. The aim is to prepare future educators to understand diverse learning needs, implement effective teaching strategies, and engage students effectively. These programs also promote leadership skills like problem solving, digital communication, collaboration, conflict resolution, decision making, emotional intelligence, critical thinking, team building vision and strategic management, and reflective practices among the students of GC women university of Sialkot.

The effectiveness of teacher education programs directly depends on the ability of teachers to meet the diverse leadership skills. Teachers serve as the primary agents and stakeholders of instructions, facilitating their intellectual development and growth and fostering students through the process. This study seeks to investigate the leadership skills in between the students of different educational programs like BS Education, B.Ed., BS ELM and MS Education of GC Women university Sialkot and also fill the gap in literature by examining the presence of leadership skills within GC Women university Sialkot system and evaluating its potential contribution to improvement and enhanced students learning

outcomes for promoting leadership skills. Through this research, the aims of researcher is to shed light on the evaluate the impact of teacher education programs on students for developing of leadership skills, to identify the key components of various courses of teacher education programs that have an impact on the development leadership skills, to provide recommendations for the development of leadership skills among the students, to explore the factors that affect students' leadership skills and to explore the relationship between teacher education programs.

The purpose of this study is to investigate and analyse how the teacher education programs of GC Women University Sialkot are promoting the leadership skills among its students. By studying the different literature, this study will discuss the gap between the diverse environment of different educational programs and their impact on students for promoting leadership skills. After an extensive literature review, the researcher feels a gap in literature about the current level of leadership skills of our students. For this purpose, the researcher intends to study the current status of leadership skills of the students enrolled in different teacher education programs of GC Women university Sialkot. Furthermore, the study explores the relationship between different components of the teacher education programs being offered at GC Women university Sialkot and the leadership skills of the enrolled students during 2021 to 2024. The impact of five teacher education programs BS Education, BS ELM, B.Ed. 1.5, B.Ed. 4 years and MS Education programs on the development of leadership skills of the enrolled students will be studied.

Literature Review

Chen and Wahab, (2024) examined in their study about the impact of Leadership Development Programs on School Management for promoting leadership skills in students. School Development Management programs effectiveness is vital for educational improvement and co-curricular effectiveness in secondary schools of Eastern China. The aim of this research to analyze and evaluate the potency of educational development programs, considering outcomes, procedures and other factors that determine the efficacy. Huggin et al. (2021) explains in their study about school development programs as a vital role in the betterment and achievement of educational goals because it guarantees that schools run effectively in the terms to get desired outcomes. Stakeholders of schools effectively manage the diversity in students' population and promote relevant leadership skills and knowledge to prepare school leaders for upcoming challenges on their working environment (Leith, 2021).

LPDs play a crucial impact in preparing school leaders in such areas like strategic leadership management, instructional leadership, human resource management and community development involvement. Leadership skills development programs help school leaders to develop strategic skills planning and also provide frameworks for better educational environment analysis and SWOT analysis. These programs focus on the importance of data utilization in upcoming supporting plans and monitoring progress for achieving future goals. These programs also emphasize and help leaders to understand the school's environment and also face the challenges, also ensuring they are effectively utilizing data and resources to achieve their objectives and goals. Instructional leadership development process in schools to improve knowledge delivery process, including vision for better academic success, professional development and develop leadership skills and culture for leaders' success. Management of human resource also very key factor for development as it enables to one attract, maintain, recruit, improve and train employees such as teachers. LDPs leadership development programs for developing leadership skills focuses on community relations, cooperation, partnership and school leaders in communication skills. These programs promote and foster positive relationship in between school leaders, local firms, parents, and organizations to achieve schools' goals. On the other hand, Transformational leadership engages the leader's ability to effect followers, creating

a cooperative environment and innovative multiple solutions. By adopting the mixed method approach, both quantitative surveys and qualitative interviews, the research pursues to offer a comprehensive understanding of how these LDPs influences leadership and management development skills. This study also work on Idealized influence style where leaders work and act as role model to their followers, Inspirational motivation style that involves creating a clear vision of the future, and proactive approach, Intellectual Simulation style that involves innovation workplace with new ideas and problem solving environment, Individual Consideration style that involves psychological contract which offering exceptional qualities to fulfill the need of the individuals and focusing on their consideration, and Transformational leadership theory is also a leadership approach that emphasis on positive climate of school, promotion of professional growth, and improvement of students' performance. All these leadership development skills can boost decision making process effective and promotion of positive school environment. But still there is lack of literature on leadership development programs in this study that was conducted in Eastern China, but some studies have highlighted the positive effects on LDPs. At the end of the discussion, we conclude that regular evaluation and monitoring, leadership training, maximize use of scare resources will determine the effectiveness of these programs and ensuring sustainability. but there are some challenges like several barriers and opportunities due to changing in economic growth rates, inequalities, and decentralization. To overcome these challenges, LDPs should provide and design programs that promote and to the social complexities of leaders in both urban and rural settings. Also, by focusing on contextual relevance, community involvement and engagement, better resource management, adaptive leadership and continuous professional development, school leaders can train and prepare them to challenge and transform the school climate. Groenewald, et al., (2024) focuses on multifaceted landscape of effective educational leadership skills and management responsibilities aimed to developing and enhancing learning and teaching practices on operational efficiency (Quebec Fuentes & Jimerson ,2020).

In quality education, one of the core pillars is educational leadership, with achieving and developing Sustainable Development Goal 4 (SDG 4), by considering equitable quality education for all (Rieckmann,2017). On the other hand, educational leadership faces numerous challenges impede its effectiveness and impact like lack of effective established developed schools for training of leaders, gender disparities in overall leadership positions, decision making structures totally centralized and excessive management and administrative burden (Beelen & Dhert, 2009). The aim of this study to navigate the challenges faced by the leadership and management through analyzing and examining the data from leadership styles and management behaviors of (TALIS) and their implications for leaders' work, professional development and students' results (Veletic, 2023). By studying the literature review it is provided that educational leadership has comprehensive overview of important factors, theories and empirical findings which focusing on the overall roles of school management and their emphasize on teaching practices, professional development and students' progress and achievement (Bagacina, et al., 2024).Modern educational leadership includes various dimensions, like system leadership skills, distributed leadership skills, transformational leadership and instructional leadership. Instructional leadership in education refers to the actions and behaviors of school leaders, such as principals or instructional supervision, that focus on improving teaching and learning within a school curriculum coordination, and support for leaders' professional development (Schleicher, 2015).Transformational leadership in education emphasizes the development of a shared vision, fostering a culture of collaboration and engagement, shared decision making and promoting personal and professional growth among diverse stakeholders (Mulford, 2003). Effective educational leaderships skills have been promoted and linked teaching practices and training, students' outcomes and professional development. Instructional leadership supports for improved teaching quality and student learning and achievement (Ghamrawi, 2023). On the other hand, transformational leadership focuses teachers, job satisfaction, motivation, better learning environment, and accomplishment of organizational goals. Effective educational leadership skills play an

important role in shaping the effective quality of teacher's education and student outcomes. By adopting an effective leadership strategy, school management and curriculum can foster a cultural collaboration, continuous improvement and innovation of creating learning environment. By adopting a systematic literature review methodology was engaged to find out, explore and synthesize existing research on effective educational leadership and management. The main and first step in systematic literature review includes identifying existing and relevant literature through brief and comprehensive search strategies with multiple electronic databases including Google Scholar, ERIC, PubMed and PsycINFO, were searched using keywords and Boolean operators. The mostly used term was educational leadership, school management and leadership, instructional leadership, distributed leadership and transformational leadership. Data analysis and synthesis included thematic analysis to identify the common patterns, themes and trends across included studies. Quality appraisal tools like (CASP) Critical Appraisal Skills Programme checklist for qualitative research method and observational studies using (NOS) Newcastle-Ottawa Scale. For the development of effective leadership training, many challenges faced like recruitment, training, and retention strive. To overcome these challenges was the lack and absence of proper training center, lack of aspiring school leaders, and well-defined qualification, resulting in the consent of unexperienced individuals' positions (Wilichowski & Tracy, 2023).

Through a proper examination of different leadership styles like transformational, instructional and distributed leadership approaches play an important role for shaping the practices, results and vision of educational institutions. (Miramon et al., 2024) study cover a paradigm shift, by acknowledging teachers are the active agents and participants of change rather than implementers. Within the Philippine education system, Governed and higher authorities like supervisors of the Department of Education, aimed to produce and make highly effective and competitive graduates in terms of problem-solving skills, literacy and numeracy under the full implementation Act No.10533, also known as 'The Enhanced Basic Act of 2013,' which introduced the K-12 Basic Education program. In the historical analysis, educational reform highlights the importance of teachers' role in fostering meaningful and important for change. Only structural or organizational reforms have proven inadequate, as leadership does not assure achievement (Allen & Glickman, 1998). In this context, the existence and role of the teacher leadership skills promote as an essential component in determining the success of educational reforms. Literature review and international studies focus the revolutionary role of teachers as a leader in the educational system (Muijs & Reynolds, 2017; Muijs & Harris, 2006). While the expectations of the K-12 curriculum on teachers and school principals, emphasizes on teacher education and training for improving leadership skills and produce competitive graduates, the degree recognition of teacher leadership effectiveness, still underexplored. This study reveals to address the existing gap in historical literature by evaluating the presence of teacher leadership within Philippine school system and examining the potential to improvement and boost student learning results. While demonstration of teacher leadership has positive effects in highly mature educational systems like the USA, Canada, and Australia (Harris, 2003), its implementation in Philippines faces a lot of challenges because of traditionally centralized education system (Katzenmeyer & Moller, 2009). Furthermore, the aims of study to investigate and shed light on the challenges faced by the current educational reform to acknowledged the students' academic and learning outcomes, as focused and investigates by the National Achievement Test (NAT). In between different socio-economic Goals (Philippine Statistic Authority) there exists a persistent contrast in the accomplishment of threefold education system. This elevates the questions for the effective leadership training process of teachers and become more proactive and problem solver, perhaps that included leadership teacher training initiatives. Historically teachers have been played role as a stimulus for change, illogically, barriers to learning and education process (Gunter, 2003). With contemporary literature review increasingly recognizing the positive impact on teacher that can apply on educational transformation through role of teachers which evolved over the past few decades (Muijs & Reynolds, 2017). By using the integrative literature review approach to

investigate and effectively examine the scholarly work and analyze the results related to teacher leadership training programs in the terms of educational reform of Basic Education system of Philippine. By getting help from electronic database system like PubMed, Google Scholar, JSTOR and ERIC were utilized. The keywords included the variation related to "teacher leadership", "educational reform" and "Philippine K-12". The limitations of teacher leadership opportunities to promoting leadership skills in between the students and administrative roles also impedes the professional learning community's development (PLCs). Reflective practices and collaboration practices among the teachers is vital for improvement of school meanings, which was characterized by the PLCs (Katzenmeyer & Moller, 2009). By putting focusing on administrative roles and positions block the potential for actively engaged teachers in collaborative pursuits to enhancing teachers training practices and students learning outcomes. In the findings, it is concluded that teachers' leadership practices and training play crucial role for the development of educational reform and professional growth for the improvement of Philippine Education System. In the point of view of Palamarchuk & Skiba (2023), key skills are analyzed and thus it is determined that in the process of global transformation, critical thinking, creativity, tackling complicated problems, leadership, and social effect are still crucial. The concern of teacher educators on the promotion of leadership skills in students in the process of academic counselling is revealed and the approaches of scientists to quality teaching in higher education are analyzed, the skills necessary for teacher educators for the development of leadership qualities are established, the leading role and functions of academic consulting for the development of leadership qualities of students are determined. It is found that the level of development and promotion of leadership skills of a teacher directly have an effect on the development of leadership skills in students. It should be mentioned that modeling, group projects, disagreements, and other activities can be used to help students develop their leadership abilities. These activities help students develop things like vision, teamwork, communication, problem solving, learning, motivation, management, and decision-making, among other leadership traits. The theory of experiential learning is extremely relevant since teacher education programs incorporate "practical experiences such as student teaching or internships" and encourage "reflective practices." It is stated clearly in the literature that "students can develop their leadership abilities through modeling, group projects, disagreements, and other activities."

Material and Methods

The overall aim of this study is to understand the perception of teachers that was addressed primarily through interviewing purposively. These teachers were selected from the Education Department of GC Women university Sialkot. Interview questions for the semi-structured interview were constructed to assess the role of Teacher Education programs for development of leadership skills like problem solving, digital communication, collaboration, conflict resolution, decision making, emotional intelligence, critical thinking, team building, vision and strategic management, and reflective practices and many other soft skills among the students of university. The analysis of the interview transcripts was facilitated by the qualitative analysis through manual coding by making themes. This study engaged a qualitative approach to explore and analyze that how Teacher Education Programs (TEPs) at Government College University, Sialkot, Pakistan promotes and develop leadership skills such among students. A case study approach was chosen because it facilitates for an in-depth, contextual exploration and examination of real-life phenomena within bounded systems (Creswell, 2013). The qualitative case study design provides the researcher to collect lived experiences, strategies, perceptions and practices related to leadership development skills of TEPs.

To collect rich meaningful insight, the researcher used purposeful sampling, a procedure widely used in qualitative research to select participants who are particularly knowledgeable about the topic being studied. The nine teacher educators from the Department of Education at Government College Women university Sialkot was selected.

These educators were actively involved in teaching practices or designing courses in the Teacher Education Programs (TEPs). They were acquainted with how TEPs are developing and promoting leadership skills among university students whose are embedded in their teaching and designs. These educators were selected from Department of Educations because they taught and practiced the students how leadership skills developed and promoted through different educational programs such as BS Education, BS ELM, B.Ed. 4 years and 1.5 and MS education.

To collect rich, meaningful and comprehensive data, multiple qualitative data collection methods were employed. Semi-structured interviews, each of the teacher educators participated in one-by-one interviews. These semi-structured interviews authorized for in-depth rich discussions on how TEPs are promoted and developed leadership skills through multiple courses, teaching practices, methodologies and mentoring approaches. Interviews were audio-recorded with consent. Qualitative data were analyzed by using thematic analysis. This method included: Reading and re-reading interview transcripts to produce familiar with the data; Generating initial codes based on repetitive ideas and patterns; Grouping codes into potential themes; After reviewing and refining themes to confirm reason and significance; Then finally defining themes and linking them back to the research questions. Manual coding was used for making themes, which allowed me to stay closely connected to the data. Some of the main theme's educational theory, 4 Cs, Strategic management, 21st century skills, and alignment between curriculum and leadership goals.

Results and Discussion

Interviewed teachers were asked to provide a rich insights and description about the different methods, activities, courses, subjects which take part for developing the leadership skills among university students. They were asked to describe whether and how the Teacher Education programs specifically BS Education, BS ELM, B. Ed. 1.5, B.Ed. 4 years and MS Education are promoting leadership skills among university students.

- Teacher Education Programs are promoting leadership skills specifically Problem-solving among students of university
- Teacher Education Program is promoting leadership skill specifically Digital Communication among students of university.
- Teacher Education Program is promoting leadership skill specifically Conflict Resolution among students of university.
- Teacher Education Program is promoting leadership skill specifically Decision making among students of university.
- Teacher Education Program is promoting leadership skill specifically Emotional Intelligence among students of university.
- Teacher Education Program is promoting leadership skill specifically Critical thinking among students of university.
- Teacher Education Program is promoting leadership skill specifically Team building among students of university.
- Teacher Education Programs are promoting leadership skill specifically vision and strategy management among students of university.
- Teacher Education Programs are promoting leadership skill specifically Reflective practices among students of university.

Conclusion

It was concluded that Teacher Education Programs are significantly effective in promoting leadership skills among students at GCWU Sialkot.

Recommendations

It was recommended that:

- Funds may be allocated for the teacher education programs that are promoting leadership skills among university students.
- Information & Communication Technology related skills may be added and promoted in Teacher education.

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