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Institutional Role in the Development of Leadership Skills among Students

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Abstract: *The title of the study was the institutional role in development of leadership skills among students. This descriptive study aimed to investigate the problem through quantitative survey method research design. The major objectives of this study were to investigate the role of teacher in development of student's leadership skills. All (1000) female teachers of (140) government secondary schools in District Charsadda and Peshawar constituted the population of the study. Simple random sampling technique was followed to collect data from 286 respondents through a close ended 5 points Likert scale questionnaire comprised of 65 items. Tool validation was confirmed by experts through face validity while tool's reliability was found out using Cronbach alpha by obtaining .80 value. Keeping all ethical measures in consideration data was collected by the researcher personally. The data was analyzed through independent sample t test, score comparison and regression by using SPSS. Considering the results and conclusions the researcher recommended that majority of teachers found that problem-solving skills is not fully developed among students so the policy makers and curriculum developer should take necessary measure about it. The role of teachers is vital so directorate of professional development and curriculum developer take measure to train the school teachers that help students to develop leadership skills effectively.*

Introduction
Background of the Study
Leadership

There are various definitions of leadership. The emphasis put on personal traits, intellectual, psychological, abilities and characteristics. The emphasis that definitions put on behavioral styles and whether they are primarily normative or descriptive also vary (Hartog & Koopamn, 2001).

Leadership is the "art of influencing others," which relates to a high school student's capacity to positively engage with and influence their peers. This can only be achieved by studying and applying leadership skill, as well as by assessing the student's ability for leadership and capacity to stand out from other students. Four differentiating qualities make up a leader's behavior: experience, knowledge, personal qualities and beliefs, and it has been suggested that these traits significantly affect both the performance of schools and student achievement (Murphy et al., 2007).

Leadership Skills

Leadership skill is described as the extent to which a person is capable of doing well. It might also be described as having the capacity to affect how others behave. In an academic setting in the United States, leadership is defined as a process of Assistance, social influence, help and guide other students in school, college and people of society in the achievement of a common goal (Chin, 2015). Skills are social behavior,

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and knowledge, experience, and intelligence make up its components (Allais, 2012). Schools must consciously foster in their pupils the basic leadership skills that are necessary and demanded in many organizations, such as " self-confidence, communication skill, conflict resolution, logical thinking, problem-solving, teamwork, decision-making, work ethic and cooperation" using technology and other resources of an organization (Trilling & Fadel, 2009,), (Rappaport et al., 2017). In order to prepare students to be active members of society and well-educated professionals, it is important to assist them in developing these skills. Researchers also suggest technical, interpersonal, and conceptual competencies which make up leadership skills. Other abilities including time management, self-management, stress management, crisis management, conflict management and other new management skills that are adapted to the requirements of individuals are also included. Leaders are those who have the interpersonal abilities needed to change the attitudes, beliefs, emotions, and behavior of others. They act as the group's leader and guide. (Pierce & Newstrom (2006).

Role of a Teacher

One important component of any school is the teacher, and other is excellent instruction. These two components play basic role behind the quality education. Teachers act as leaders all day long. They serve as role models through their behavior, words, and deeds. They lead the students through challenging learning exercises. Following that, they accept more leadership responsibilities as teachers both within and outside of the classroom. A strong school culture creates events activities, and co -curricular programs, which usually need for effective leadership assistance from instructors. The effort and leadership of teachers allow students to benefit from numerous academic and social opportunities in schools. The role of the classroom teacher has a significant influence on how well pupils learn. In general, a teacher has a significant role in the progress or failure of an educational system since they carry out the system's policies in the classroom. Thus, the effectiveness of the educational system increases with effective teaching. The performance of the student will be impacted by the teachers' competence. Self-efficacy (beliefs in one's own skills) is a foundational component of teacher competency, and a lack of it can lead to a variety of psychological issues, including low confidence and low self-esteem. We cannot continue using outdated teaching methods because this century has been filled with inventions and breakthroughs. It is important to incorporate creativity into teaching strategies, and it is currently necessary to encourage learners to think critically. In the past, a teacher's sole duty was to instruct (Gul, 2014); but, today, it is important to teach learners specialized abilities, such as decision-making, critical thinking, and a balanced mentality, which will benefit them in both their academic and personal lives. However, among many other qualities, a teacher needs teacher self-efficacy (TSE), or the ability to carry out such responsibilities.

Within the School

Provide opportunities that involve students in the school's discipline matters and also in decision-making process, such as responsible teachers of school; keep students engage as a school ambassadors representatives for outsiders; engage students in classmates help, budding, mentoring. coaching or guidance programs; engage students as prefect positions or in other relevant student leadership roles within the school environment; and involve students in essential school related activities, such as school leadership ∙ Involve students in processes of school change or reform by enabling them to conduct research work and seminars about school related activities such as culture, climate and practices which require progress up to some extent.

In the Classroom

Motivate and guide the students to participate in discussions, presentations and making decisions about class rules, within behavioral boundaries and expectations. Make sure effective teaching, learning, and assessment for students to express their own views about running events and to participate in discussion, debate and critique of those events.

Literature Review
Student Leadership Skills

It is evident from research that there are limited strategies for student leadership and the development of

their leadership skills (Wisner, 2011). Initial talks may have been started by Astin's (1977) comprehensive research on student leadership over several years. Astin's introduce Student Involvement Theory and subsequent creation of three significant leadership models for students such as the College Impact Model of leadership, the Social Change Model of leadership and the Transformative model of Leadership, serve as a framework for additional study on understanding of students traits and characteristics, their experiences and educational surrounding (Astin, 1991), (Astin et al., 1996), to transmit education.

Regardless of the formal or informal position leaders have, leadership skills are visible in interactions, relationships, and duties (Crosby, 2017). When students are actively engaged in academic activities and practice their leadership skills in various learning environments, they also develop these skills (Siewiorek, Saarinen, Lainema, & Lehtinen, 2012). Due to its emphasis on student's mental development rather than the combined vision of leadership, the lecture plays a less significant part in the development of students' leadership skills (Crosby, 2017). It is not regarded as a productive teaching strategy (Hafeez et al., 2014; Noh & Yusuf, 2018). In order to achieve success, teachers must design and manage an interactive learning environment. Cooperative Learning (CL) has been shown in numerous studies to positively affect students' development of a variety of skills, including communication(Johnson & Johnson, 2018; Kirbaş, 2017; Sumarmi, 2017), critical thinking (Ten Dam & Volman, 2004; Johnson et al., 2013), decision-making (Istrate & Velea, 2011; Johnson et al., 2013), group collaboration (Johnson & Johnson, 2014, 2018; Herrmann, 2013), (Johnson et al., 2013).

Leadership skills were proposed by Mumford, Zaccaro, Harding, Jacobs, and Fleishman (2000) include knowledge, problem- solving skills and social skills when the findings of various studies reports are analyzed, It has been discovered that young people who demonstrate leadership abilities possess problem-solving skills, goal-setting skills, decision-making skills, group skills, group values, individual values, communication skills, motivation, social and moral responsibility, conflict management, self-knowledge, stress management, emotional awareness, self-regulation, self-management skills and critical thinking abilities (Cansoy and Turan, 2016).

Role of Teachers in development of Student's Leadership Skills

Teachers engage with their pupils and make an effort to observe them, also communicate with them if necessary. Teachers also encourage co-curricular activities among their pupils and foster a sense of fairness and competition. For this purpose a teachers should engage with students on a frequent basis to ensure that they feel comfortable bringing up both academic and personal issues. To develop leadership skills and help society and the nation, the colleges encourage students to take part in events and activities (Northouse, 2013).

Experienced teachers communicate with their pupils in a variety of ways. Every academic year, some teachers make an effort to study, master, use, and adopt at least one new technique. New techniques for learning, such listening to audiotapes, are part of contemporary developments. Teachers at the school level should for engage in more unconventional activities to motivate pupils to aim higher. One excellent way to share life experiences is to invite volunteers like teachers, athletes, social workers, and scientists. Students are more likely to participate in character- and leadership-building activities when they interact with community people they have read about in books, periodicals, newspapers, media, or literature during college events, festivals, etc. (Erhard, Jensen & Granger, 2010).

Objective of the Study

To investigate the role of teachers in the development of student's leadership skills at the secondary school level.

Hypothesis of the Study

H0: There is no significant difference between the role of a teacher in the development of students' leadership skills at the secondary school level.

Research Methodology

Nature of the Study

The study was descriptive in nature. This approach was used by the researcher to investigate development of leadership skills among students at district Charsadda and Peshawar Khyber Pakhtunkhwa province Pakistan. Kothari (1990) is of the view that descriptive approach is the only approach that effectively explained the nature of population and respondents that further assists the researcher to answer the research questions.

Research Design

The structure of a research project known as the research design ensures that the entire research process from the initial idea to the analysis and conclusions is coherent and integrated (Cress Well, 2012). According to Hariri and Hassan, (2010) research design addresses the research problem.

Keeping in consideration the current nature (Descriptive) of the study, the Quantitative research (Survey Method) design was followed by the researcher. The researcher used this research method for collecting data from participants in a short period of time. According to Gay et al, (2009) survey method is much suitable as it is less expensive, time saving and easier to administer.

Quantitative research design is "the source to test the objectives of the theories and to evaluate the relationship between variables" (Hopkins, 2008). According to Gray, "quantitative research methods have been employed to analyze the educational phenomenon since 1920. It is the statistical design that is most suitable for time (Creswell, 2012). The quantitative research design is consistently shown to be thorough and accurate when the sample size is big and the researcher's goal is to generalize the findings (Gray, 2004).

Population of the Study

All female teachers of government secondary schools in District Charsadda and Peshawar constituted the population of the study. According to the Annual Census 2020-2021there are total one hundred and forty (140) girl's secondary schools in both districts in which 55 schools falls in district Charsadda whereas 85 schools are lying in district Peshawar. In the mentioned number of school there was a sum of 1000 working female teachers. In the stated figure (1000) 320 female teachers were offering their services at secondary school level in district Charsadda whereas 680 teachers were engaged at government secondary school level in district Peshawar. The rest of the detail is shown in the table 3.1.

Table1

Parameter of the study

S. No	District	Schools	Teachers
1	Charsadda	55	320
2	Peshawar	85	680
3	Total Population	140	1000

Source: (Annual School Census Report for Settled Districts 2020–2021)

Sampling Technique

Simple random sampling technique was considered best by the researcher for respondent's selection. According to Farooq (2011) simple random sampling technique is the best option for survey type research because here the respondents have an equal opportunity of selection. Cresswell (2012) is of the view that in quantitative research random sampling is the more suitable because through this technique the researcher made statistical inferences about a population.

Sampling Size & Statistics

For the selection of sample size, the researcher used Yamane's Formula. Taro Yamane, a mathematical statistician developed a statistical formula for calculating or determination of sample size in relation to the population under study. By using this formula N/1+N(0.5)2 the researcher selected 92 out of 320

respondents from district Charsadda and 194 out of 680 from district Peshawar. Whereas through this formula the researcher selected 56 government secondary schools form both districts (Charsadda & Peshawar). The below table 3.2 showed the details both for gender and school.

Table 2
Statistic of the study

S. No	District	Schools	Teachers
1	Charsadda	18	92
2	Peshawar	38	194
3	Total Population	56	286

Research Instrument

A self-developed closed ended 5 point Likert scale (Not at all, A little bit, somewhat, very much, extremely) questionnaire comprised on 21 items were used by the researcher in this study. The instrument (questionnaire) was administered to the respondents by the researcher personally for the purpose to collect authentic and precise data.

Pilot Study

The instrument made for this research was first tested by a small number of respondents just for the purpose to check the validity and reliability of the tool in district Charsadda and Peshawar. The instrument was first applied on 40 teachers of secondary school level in both districts for the purpose to identify and clarify the problems for the researchers. Such respondents were not included in the actual study then.

Data Analysis

After collection of data from respondents the data was properly organized and compiled for further interpretation. The data analysis was done with the help of SPSS (Statistical Package for Social Sciences) by using independent samples t test, score comparison and regression analysis to test the hypothesis.

Role of Teachers in the Development of Students' Leadership Skills (ROTIDOLS)

To investigate the role of teachers in the development of students' leadership skills at the secondary school level, we evaluate Hypothesis 'H0 2, which states, "There is a role of teachers in students' leadership skills development at the secondary school level." Adapted measures provided in Annexure A were used to collect primary data from teachers, and descriptive statistics and a one-sample t-test were used to evaluate the role of teachers in the classroom.

Table 3
Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ROTIDOLS	286	1.42	4.89	3.9873	.38168
Valid N (listwise)	286				

The mean value of the variable Role of teachers in the development of students' leadership skills (ROTIDOLS), which varies between minimum and maximum values of 1.42 and 4.89, is estimated at 3.987. The average value of the variable is above the midpoint (=3) of the utilized Likert scale. According to the results, the majority of the teachers who responded "very much" agreed with the statement made on the contribution of teachers to the development of students' leadership skills. This indicates that both teachers thought it was important for students to develop their leadership skills.

Table 4(a)
One-sample statistics

	N	Mean	Std. Deviation	Std. Error Mean
ROTIDOLS	286	3.9873	.38168	.02257

Table 4(b)
One-sample test

| | Test Value = 3 | | | | | |
| | T | Df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
					Lower	Upper
ROTIDOLS	43.745	285	.000	.98730	.9429	1.0317

According to the one-sample t test findings shown in Table 4.8 (a), the variable "role of teachers in the development of students' leadership skills (ROTIDOLS)" has a mean value of 3.9873 and deviates from the midpoint by 0.9873. Additionally, Table 4.8(b) suggests that the mean difference (0.9873) is statistically significant at t = 43.745 at p 0.01, indicating that the mean value of the variable "Role of teachers in the development of students' leadership skills" is statistically significantly higher than the mid value. This further suggests that the teachers who responded in the majority were of the opinion that they play a crucial role in the development of students' leadership skills. We accept the hypothesis that "there is a role of teachers in leadership skills development among students".

Conclusion

It is concluded that teacher develop leadership skills among students by adopting challenging activities and strategies and taking additional responsibilities inside and outside of classroom. By providing proper motivation and encouragement teacher inculcate leadership skills effectively in their students. So hypothesis that, there is a role of teacher in leadership skills development among students has proved true and is accepted.

Recommendations

Based on the above conclusion, the following suggestions are made:

- The majority of teachers have identified that students don't learn how to solve problems. Policymakers should take note of this finding and take appropriate remedial measures.
- The role of teachers in the development of students' leadership skills is vital. The curriculum developer and the directorate of professional development of teachers may take measures to train school faculty on how to improve students' leadership skills.
- The difference in the organizational strategies and activities provided to the students are limited to experience themselves in a leadership role, like enabling students to develop and implement projects to change and improve school operations, culture, climate, and practices. The students are not properly encouraged to develop and share their own opinions about current issues.
- This is suggested for the institutions to engage students in debates, discussions, and critiques on different issues.

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