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University of Ibn Khaldoun, Tiaret

Faculty of Letters and Languages

Department of English Foreign Language



Investigating the Impact of Teachers' Continuous Professional Development on Students' Leadership: The Case of Master Two EFL Students and Teachers at Ibn Khaldoun Tiaret University

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Submitted by:

Ms. Amina Benali

Ms. Yousra Belhocine

Supervised by:

Dr. Oussama Founes

Board of Examiners

Dr. Naima Boukhlif

Chairwoman

Ibn Khaldoun university-Tiaret

Dr. Oussama Founes

Supervisor

Ibn Khaldoun university-Tiaret

Dr. Allel Bilal Fasla

Examiner

Ibn Khaldoun university-Tiaret

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Dedication

To my mother and father for their prayers, support, trust, and endless love

To my sister Bouchra, may Allah's mercy be upon her, for being a model for me. Thanks to her,
I got a lot stronger and I became the best version of me

To my best friend Nour who never forgot me even when distance kept us far apart

To Amina for the brilliant days that we spent together, for sharing this work with me, and being
a friend and sister rather than just a colleague

To Asma, Hind, Hayet, Sihem and all the dearest people who left their touch in my heart

To all my family

Dedication

To my parents for their love and support

To my brothers and lovely sister Djaidaa

To all of my family

To Yousra for all the hard work and the challenges we faced together and for being a precious sister rather than just a research partner

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Abstract

The continuous change in curricula, teaching approaches and learning needs necessitates teachers' adeptness. In this regard, Continuous Professional Development (CPD) tends to be a significant appeal to gain the necessary qualification and expertise. Nevertheless, there is no straightforward use for CPD to cover students' leadership. As well, the existing body of literature did not cover this aspect. In the light of the above, the conducted research aims to investigate the effectiveness of teachers' continuous professional development on students' leadership acquisition and development. In order to reach the objectives accurately, the methodological triangulation was opted. In this vein, we addressed one hundred questionnaires to second year master EFL students of Ibn Khaldoun University (Tiaret), semi structured interviews were conducted with six teachers, and class disguised observation was undertaken. As the findings suggest, CPD activities can help teachers developing their students' leadership in different ways. It was found that teachers can use CPD to learn more about the concept of leadership; then transmit this knowledge to their students. Or use such awareness to analyze their students' performance and use the learned strategies accordingly. In addition, they can develop their leadership as teachers through CPD and subsequently assume the role of model leader for their students. Surprisingly, it was found that the majority of EFL senior students have effective leadership skills by demonstrating the five practices of exemplary leaders. In brief, EFL students' leadership remains an essential skill that needs more attention from the part of teachers. Since the research in this corner is few, we recommend further investigations in the future as many interesting findings might be revealed.

Keywords: continuous professional development; students' leadership; leadership development; the five practices of exemplary leaders; senior students

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List of Abbreviations

CPD: Continuous Professional Development.

EFL: English Foreign Language.

LPI: Leadership Practices Inventory.

SLPI: Students Leadership Practices Inventory

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General Introduction

Statement of the Problem

The continuous need for improving the instructional process is related mainly with constant changes in instructional approaches. The thing that requires teachers' continuous training in order to be equipped with all what is new and up to date relating to teaching strategies and techniques. Therefore, it is noteworthy that Continuous Professional Development provides the required foundations for teachers in order to increase their profession and supplement their competences. On the other hand, the improvement of the instructional process cannot be separated from students' learning effectiveness, as well as the improvement of their academic achievements. This depends mainly on teacher's expertise and competence. Correspondingly, teachers should address different skills to develop in their students. Leadership is among the most important skills in the EFL field that should receive teachers' attention. For these reasons, how can teachers incorporate what is learned through their CPD in encouraging their students' acquisition and improvement of leadership skill?

Motivation

It was noticed that university English teachers' focus in general takes different paths, either being on students' communicative competences, or on their writing skills. However, other important skills such as leadership were ignored, which is an incentive for conducting this study. Furthermore, the significant role that teachers' CPD plays in improving their teaching quality, profession and expertise cannot be denied. Despite the fact that previous researches discuss the importance of CPD and its' effects on teachers and learners, as well as the importance of leadership for learners; there is an absence of studies that coordinate the two concepts together. This is another motivator factor in conducting this scientific work.

Aim of the Study

The ultimate purpose of this study is to examine the impact of teachers' CPD on students' acquisition and development of leadership skills. Coordinating the two concepts and eliciting the rapport between them is given much more importance in this scientific work. Since teachers' CPD is interestingly significant for both teachers and learners effectiveness. Further, students' leadership is also an interesting factor for, not only enhancing students' academic achievements, but also raising leaders who play

important roles in leading professional learning.

Research Questions

1. How do EFL students understand leadership? And how do EFL teachers conceptualize both CPD and leadership?
2. What are the qualities of successful student leader?
3. How can teachers develop their students' leadership?

Research Hypotheses

1. Most of EFL students are not aware of leadership conceptualization; whereas most of EFL teachers are aware of CPD and leadership concepts.
2. Good student leader should have good communication and decision making skills.
3. Teachers can develop their students' leadership by using the new teaching methods learned through CPD to pave the way for more autonomous learning.

Significance of the study

Despite the proven benefits of both teachers' CPD and learners' leadership in improving the quality of teaching-learning process, not much seems to be realized in universities' context. The contribution of this study will be to highlight the role of teachers' CPD on enhancing students' leadership. This will help in rising, especially, teachers' awareness about its concept. Therefore, leadership will be highlighted as a teaching-learning objective. As well, it will be defined as a focal point of CPD activities and programs, in order to be practiced effectively in the classroom.

Research Methodology

This study takes place in the Department of Literature and Foreign Languages with the English Foreign Language section of Ibn Khaldoun University (Tiaret). Second year master students and teachers were considered as target population from which a random sample of 100 students and six teachers was elicited. As a matter of fact, students are at the end of their academic paths, they had certain experiences and faced a lot of challenges during five academic years. Therefore, we felt the need to gather more credible and reliable data about their opinions, attitudes and behaviors as they are about to end their academic journeys. In this respect, both qualitative and quantitative data were gathered using triangulation of methods. Hence, teachers' interviews and students' questionnaires are used as data collection instruments, in addition to class disguised observation. Subsequently, data analysis phase involved both statistical and descriptive methods.

The Structure of the Study

The present study is composed of three chapters. The first and the second are totally theoretical and devoted to reviewing the related literature. The first chapter summarizes studies about leadership; the evolution of leadership concept, its approaches and types. As well, educational leadership and its importance are discussed in this chapter. The second chapter focuses on studies about the concept of CPD, its models, its importance and effects on both teachers and learners. Also, this chapter critically highlights teachers' and students' leadership as an effect of CPD, in addition to the most important leadership skills for successful student leader. Thus, it sheds the light on the effects of teachers' CPD on learners' leadership. Eventually, the third chapter presents the practical side of this scientific work, by mentioning the characteristics of the target population, the data collection instruments: including students' questionnaire, teachers' interviews and class observation. Besides, a critical analysis and discussion take place later ending with some recommendation for future studies.

Chapter One
Leadership Theories

Introduction

Leadership is a complex notion, and a concept that is hard to define and describe in a precise manner, that is why researchers argued that it should be defined in a context. Scholars provided several definitions for leadership; however, it is simultaneously hard to agree on one correct and perfect explanation. Since there are different views concerning the way leadership is understood, this concept saw a lot of changes through history according to its use in each period. This evolution is related mainly to an evolutionary process in leadership theory. Hence, this chapter is to capture the developmental process of leadership concept through history. As well, recent approaches to leadership are tackled starting from the 1990s. Moreover, it emphasizes the essence of leadership in the field of education, the reason behind the shift towards leadership in school settings and its main characteristics. As an end, the importance of leadership is discussed.

1. The Evolution of Leadership Concept

For generations, leadership was thought to be purely a personal trait. Confucius, a prominent Chinese scholar who lived roughly 2,500 years ago, did not define leadership, but he did stress the need for leaders to be virtuous and caring for others around them. A leader's principal goal, according to him, is to serve people. The leader, according to Plato, the father of philosophy, should be smart (Takala, 1998). According to Machiavelli (1513/1992), a leader must possess noble values and be intelligent to gain the people's support.

Control and concentration of power were stressed in the first three decades of the twentieth-century definitions of leadership, with a common theme of dominance. Leadership was characterized as the power to impose the leader's will on those led and elicit compliance, respect, loyalty, and collaboration (Moore, 1927, p124).

Qualities became the emphasis of defining leadership in the 1930s, with a new understanding of leadership as impact rather than authority emerging. Leadership has also been defined as the relationship of an individual's distinctive personality qualities with those of a group; it has been highlighted that, although one may affect the many, the many can also influence a leader. Thus, instead of power and control, the term leadership came to incorporate and explain influence (Northouse, 2018).

In the 1940s, group theories became prominent, and leadership has been considered as an individual's behavior while leading group activities (Hemphill, 1949). At the same

time, persuasive leadership was separated from "drivership" or compulsion leadership (Copeland, 1942). As a result, the attention is shifted away from leadership coercion into focusing on the leader's efficiency (Northouse, 2018).

Throughout the 1950s, three aspects dominated leadership definitions: continuation of group theory, which defined leadership as what leaders do in groups; leadership as a relationship that produces shared objectives, which defined leadership as the leader's attitude; and efficiency, which defined leadership as the capacity to impact total group performance. Leadership, according to Stogdill (1950), is described as "the process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement". Thus, this was arguably the first attempt to emphasize that leadership is an act of influencing people rather than being only an individual quality.

Even though the 1960s were a difficult period in international events, leadership scholars were united. In the same vein as Stogdill, Seeman (1960), Tannenbaum, Weschler, and Massarik (1961) proceeded, and they all agreed to define leadership as interpersonal influence applied in a situation and oriented toward the achievement of a certain objective or goals through communication.

The group focus gave way to the organizational behavior approach in the 1970s, and leadership was redefined as forming and sustaining groups or organizations to achieve organizational objectives (Rost 1991). Nevertheless, the most crucial notion of leadership to arise was Burns' (1978) formulation: "Leadership is the reciprocal process of mobilizing by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers" (p. 425).

The scientific and popular literature on the nature of leadership surged in the 1980s, propelling the subject to the spotlight of academic and public discourse. As a result, the number of leadership definitions has exploded, each with its own set of recurring elements. Some leadership definitions continue to convey the impression that leadership entails persuading followers to carry out the leader's wishes. Also, Influence was investigated from every perspective in 1980s leadership definitions, and it was perhaps the most commonly used word. Scholars as Kotter (1988) argued, however, that leadership is non-coercive influence, and because there should be voluntary and free followership, the employment of forceful ways is not relevant to leadership. Thus, this definition has emerged to separate Leadership from another concept which is Management. Additionally, leadership began to focus on the leader's fundamental characteristics during

this period, and the leadership-as-excellence movement, according to Peters & Waterman (1982), reintroduced leadership qualities into the forefront. As a result, many people's perceptions of leadership are based on personality Traits. Furthermore, a leader's potential to be transformational was emphasized during this period by Burns (1978), who started a movement that characterizes leadership as a transformational process that requires individuals' connection with each other in a way that leader and followers enhance each other's levels of motivation and ethics.

In the 1990s, leadership theorists began to place a greater emphasis on followers in the leadership process. When Bass (1990) noticed that leadership was not simply a process of the leader's effect on others, but also an interactive process that could be altered by anybody engaged, he made significant progress in this domain. Between 1992 and 2001, numerous additional writers advocated the idea of a "follower-centric" approach, stressing followers' contributions and roles in the leadership process, according to Owusu-Bempah (2014). Handy (1992) emphasized the necessity of establishing a strategy and conveying it to others by the leader. Rost (1993) also stressed that leadership was a relationship-based process aimed at achieving the whole groups' objectives. Bennis (1995) described leadership as the ability to turn ideas into reality. While when Drucker (1996) declared that the basic definition of a leader is the person who has followers, he summed up most of the views of the late twentieth century.

Leadership experts agree, after decades of debate, on the fact that they can't depend on a single understanding of the term leadership since this concept will continue to signify various things to different individuals as a result of variables such as expanding global influences and generational variations. The ultimate conclusion is that leadership is a complicated notion and its meaning may be in continuous change.

2. The Evolution of Leadership Theories

According to Albert S. King, the present evolutionary model exposes the development of leadership theory, to categorize the key leadership conceptual processes and give a basic foundation on which current leadership theories may be measured. In this model of leadership theory evolution, there is no significant importance to mentioning dates when the various eras took place, as traditional evolutionary designs depict each period of development occurring in chronological order, but rather the importance is given to their relative order in the development of leadership

theory. Thus, following this model, leadership theory formation has gone through nine eras, each with its specific periods and particular conceptions for leadership theory.

2.1. Personality Era

The creation of the first formal leadership theories was seen in the personality era, and it was the starting point in conceptualizing the leadership process. The Great Man Period and the Trait Period are two distinct stages within this era.

During the Great Man Period, academics examined great men (and even women) from a historical perspective and proposed that if someone imitated their characteristics and behaviors he may become a successful leader (Borgotta, Rouch, and Bales, 1954; Galton, 1869). Bowden (1927) did significant research during this period, based on relating leadership to personality. Some scholars have gone so far as to try to describe leadership in terms of inherited traits (Jennings, 1960).

While in the Trait Period, initiatives were undertaken to break down the linkages between specific persons and simply construct a set of universal attributes that, if accepted, would improve leadership potential and performance. However, empirical investigations did not find any individual trait or collection of qualities connected with successful leadership (Jenkins, 1947). Thus, because most traits cannot be acquired, these findings were not practicable for leaders. Consequently, the Personality Era hypotheses were found to be too simple and have all to be dropped. Later theories did not focus on leader's traits; however, they were included as explanatory factors (e.g., Fiedler, 1964, 1967; House, 1971).

2.2. Influence Era

Realizing that leadership is a matter of connection between people rather than a trait of a single person was the base upon which the influence era was built to fill the personality era's gaps. The Power Relations Period and the Persuasion Period covered several facets of power and influence.

Efforts were made in the first period to explain leader efficiency regarding the root and level of power they can control, as well as the way how that power was managed. This approach aimed to explain where power and influence come from; French and Raven described the five bases of power. The first form is Legitimate, which originates from the notion of having the right to demand and expect others to obey. The second is Reward, which is a person's capacity to recompense others for their willingness to cooperate. The third is Expert, Relying on a person's remarkable abilities and knowledge. The fourth is Referent, the outcome of a person's attractiveness, worthiness and entitlement to respect

from others. While the last one is Coercion, Which reflects the notion that one may punish others for non-cooperation. Although today's leaders have a lot of authority and power (Pfeffer, 1981), the dictatorial, aggressive, and coercive aspect of this form of leadership is not regarded as successful anymore (French, 1956). However, in nowadays world, it is neither acceptable nor appropriate to ignore followers' needs and requirements. Coercion was abolished during the Persuasion Period; however, the leader was regarded as the main force in the leader-member relationship (Schenk, 1928). Despite the great awareness of its limits, such as the strength and significant influence of followers, the dominant leader approach is indeed commonly adopted in modern management (Mechanic, 1962).

2.3. Behavioural Era

The Behavior Era changed everything by stressing leaders' actions rather than their characteristics or source of power. As a result, leadership was classified as a segment of human behavior (Hunt and Larson, 1977). It was a significant development in leadership theory not only because it had significant empirical backing (e.g. Fleishman & Harris, 1962), but also because it was simple to be practiced by managers to increase the efficiency of their leadership. Several pieces of research have been conducted during this era that emphasized conventional leaders' behavior; on the other hand, others examined the distinctions between inefficient and successful leaders based on their behaviors (Yukl, 1989). As a result, behavioural leadership theory contends that a leader's success is determined by their actions rather than their intrinsic characteristics. Observing and analyzing a leader's actions and behaviors in response to a particular circumstance is central to behavioural leadership theory, and based on this belief, leaders then are created rather than born. According to supporters of this theory, everyone could learn and apply specific characteristics to become a successful leader. This era was divided into three periods: Early Behavior Period, Late Behavior Period, and Operant Period.

The Early Behavior Period was essentially a continuation of the Trait Period, with the emphasis on building behavior traits rather than personality traits. Two major leader behavior features were discovered in the Ohio State and Michigan studies: initiating structure, and consideration. The first is the leader's focus on task completion while the latter is the leader's care for individual and group harmony (Griffen, Skivington, and Moorhead, 1987).

The theories of the Early Behavior Period were adjusted for managerial use during the Late Behavior Period. The Managerial Grid Model, which employs a 9×9 grid with

consideration behavior on one side and initiating structure behavior on the other is perhaps the most famous in this period. The most effective leader will likely get a 9 on both behaviors and sides of the grid. In other words, the leader here fulfills the two important behavior traits mentioned in the Early Behavior Era. (Blake & Mouton, 1964, 1978). Theories X and Y have also gained a lot of interest. Individuals are passive, according to Theory X, and must be led and extrinsically motivated to satisfy organizational requirements, whereas people are naturally driven and require essentially adequate working circumstances, according to Theory Y. (McGregor, 1966). There was an understanding around the end of the Behavior Era that leaders do not directly lead to followers' behavior, but rather offer the environment and trigger for it to be elicited (Bass, 1981).

The Operant Period (Ashour and Johns, 1983; Sims, 1977) emphasized the leader's role as a manager of reinforcements, which means that suitable leader behavior serves and boosts the production of the desired follower behavior. Innovative explanations were carefully investigated during this period; however, the empirical evidence that support them was varied (Kerr and Schriesheim, 1974).

2.4. Situational Era

By recognizing the relevance of elements besides the leader and the follower, the Situation Era made an important contribution to the advancement of leadership theory. The sort of job, the leader's and followers' social standing, the relative position power of the leader and followers, as well as the nature of the external environment are all examples of important factors that should be taken into consideration (Bass, 1981). The kinds of leadership qualities, abilities, control, and behaviors that may seem effective leadership are then determined by these situational factors. The Situation Era is also divided into three periods: Environment Period, Social Status Period, and Sociotechnical Period.

Leaders were supposed to succeed certainly by being in the right location at a suitable time and under appropriate circumstances during the Environment Period. This approach adopted the idea that anyone can be a successful leader, and it is not given just to special persons (Hook, 1943). So as to support this approach, several academics have advised that we integrate more environmental variables, such as economic considerations, into the leadership context (McCall and Lombardo, 1977).

During the Social Status Period the leader's and follower's roles are determined by the expectations of the behavior and interactions they provide to the group, which means that in a group when members perform a certain task, they expect that each person will react

according to this performed task (Stogdill, 1959). In short, the Environment Period was concerned with the function of both leaders and followers, whereas the Social Status Period was concerned with the social component of a specific scenario.

The Sociotechnical Period effectively linked environmental and social aspects (e.g. Trist and Bamforth, 1951). And since they were the start for detecting followers' power, impact as well as great importance, the latter two periods are regarded as an innovation over the Environment Period.

2.5. Contingency Era

The Contingency Era marked a significant step in the development of leadership theory. In this era, it was understood that leadership did not take the appropriate form in each of the prior mentioned types but rather included characteristics of all of them. Effective leadership, essentially, is based on one or more of the variables of behavior, personality, influence, and situation, or a combination of all of them together. Typical leadership approaches of the time aimed to describe the situational circumstances that best highlighted which leadership style to adopt. Many scholars believed they had finally discovered the basis of a leader's efficacy, and various contingency theories were proposed as a result. The Contingency Theory (Fiedler, 1964, 1967), the Path-Goal Theory (Evans, 1970; House, 1971; House and Mitchell, 1974), as well as the Normative Theory (Vroom and Yetton, 1973; Vroom and Jago, 1988), are the three major prominent theories of this era.

Fiedler's Contingency Theory stressed the need of putting leaders in settings that are highly suitable for them, or training them to modify the environment to fit their style. On the other hand, House's Path-Goal Theory dealt with another situation. It focused more on providing suitable conditions such as inspiration, motivation and helps to ensure the satisfaction and success of followers, and less focus is given to the circumstances or the behavior of the leader. While the Normative Model is distinguished again by directing the leader to the most suitable decision-making behavior based on the context and the requirement for decision and its needed quality.

2.6. Transactional Era

In this era, it was believed that leadership was mostly about role distinction and social interaction rather than individuals or even circumstances. The influence process has been upgraded at this level to recognize the impact of the follower and the leader, as well as the development of their relative roles through time. This was discussed in Exchange Period and Role Development Period.

Many theories, such as the Reciprocal Influence Approach (Greene, 1975) and Leader-Member Exchange Theory (Dienesch and Liden, 1986; Graen, Novak, and Sommerkamp, 1982), were revealed during the Exchange Period. Several forms of transactions and interactions with different followers are possible for the leader according to these views. Furthermore, Emergent Leadership evolved, and it demands followers to choose a leader based on his capacity to make accurate decisions and achieve substantial outcomes.

Social Exchange Theory (Hollander, 1979; Jacobs, 1970), and the Role Making Model (Graen and Cashman, 1975), are examples of this period's theories. In this vein, the group of followers transfer esteem and respect to the leader in exchange for his ability to advance goal achievement, which is an example of equal exchange between leader and followers with the absence of dominance from both sides (Bass, 1981). As a result, it has been proposed that leadership may sometimes exist in the follower rather than the leader, which leads researchers to raise another question: where is the domain of leadership?

2.7. Anti-Leadership Era

Researchers undertake considerable studies and experiments to examine the many hypotheses provided before this era. However, the findings were unclear and the feeling of doubt was dominant, leading to the conclusion that possibly there was nothing called leadership at all, and since the existing leadership explanation at that time was neither functional nor persuasive, a period of "Anti-Leadership" started through two phases: Ambiguity Period, as well as Substitute Period.

In the first phase, Mitchell (1979) believed that leadership is just a phenomenon of understanding that differs from one observer to another. However, Pfeffer (1977) defined the leader as only a symbol, meaning that real leader performance was unproductive. According to Miner (1975), we should utterly disregard the notion of leadership. On the other hand, Meindl, Ehrlich, and Dukerich (1985) continued this path, claiming that the term "leadership" refers to organizational changes that we don't comprehend in another way.

The Substitute Period originated mainly from the Situational Era, intending to identify replacements for leadership concept. Kerr and Jermier (1978) proposed that the activities, as well as the qualities of the follower and the organization, can eliminate the impact of leadership on follower performance. Howell and Dorfman (1981, 1986), as well, took a similar approach demonstrating when leadership had less influence on organizational progress.

2.8. Culture Era

As a response, the Culture Era claimed that leadership, probably, is not an issue of the person, pair, or even group, but an element of the entire organization's culture. The emphasis of leadership shifted from expanding the amount of production performed and efficiency towards raising the quality of work achieved. The Transactional Period and the Substitute Period were integrated to produce this era. It is argued that staff members can lead themselves if the leader creates a strong culture in the company (Manz and Sims, 1987), while Formal Leadership is required only when the current culture is replaced by a new one (Schein, 1985). This culture may be formed at the company level by including emergent leadership, and then it can be expanded to high levels.

2.9. Transformational Era

This era was a turning point in the evolution of leadership theory since it brings the most convincing view of leadership and the idea that its focus on internal rather than external motivation distinguishes it from other periods. Leaders should be more innovative and imaginative in their thinking than traditional, and receptive to new ideas (Bass, 1985). The Charisma Period and the Self-Fulfilling Prophecy Period are the two stages in this era.

The essential feature of the Charisma Period is that leadership does not lie only on one person, but rather on everyone who shares the same goal and view. In this respect, rather than being a personality feature or a combination of qualities, leadership was seen as a mental state (Adams, 1984). Effective managerial leadership is required in this situation, not only to set the direction but also to encourage followers to carry it out.

The Self-Fulfilling Prophecy (SFP) Period is grounded on Field's (1989) new theory. This study focuses on the equal transformation of individual self-concepts, which occurs from the leader to the follower and vice versa, meaning that it is a matter of interaction between the two sides. To put it another way, the SFP leader could be triggered at any level of the organization, and the ability to create positive expectations is one of the most important factors that lead to efficiency in this theory of leadership, according to Field & Van Seters (1988).

3. Approaches to Leadership

Although leadership was still a complex concept to define and scholars did not agree upon one perspective when it came to leadership's conceptualization; it is worthy to notice that leadership studies took new trends starting from the 1990s. In fact, an

obvious shift emerged from theoretical studies to vivid practical ones. Hence, more concerns were given to “leadership as a process” and how this process works; rather than defining what leadership is and whether it differs from management or not (Northouse 2018). Chief among these approaches are the following.

3.1. Authentic Leadership

It can be argued that this approach is still new born in comparison with other studies in the field. In actuality, the harsh conditions that societies have been living in as an outcome of the absence of trustful leadership triggered the emergence of this approach. As needed, it ensured the public’s common good through genuine and trustworthy leadership. Thus, authentic leadership emphasizes the leader as the core of the process, as the name suggests, it is about leaders’ authenticity (ibid).

According to (Chan 2005), there is no exhaustive definition for authentic leadership; and scholars adhere to different perspectives to conceptualize it since it is a complex notion. As classified in (Northouse 2018), authentic leadership can be seen from 3 different angles: intrapersonal, interpersonal, and developmental viewpoints.

The intrapersonal perspective focuses on the leader in essence. That is to say, it is about what happens inside of the leader as well as the experiences he passes through. According to (Shamir & Eilam 2005); being genuine, convictive, and original are crucial for an authentic leader. Thus, the leader is the main reason behind the success of authentic leadership.

In the second place, the interpersonal perspective focuses on the relationship between the leader and his followers (Eagly 2005). Accordingly, “it is a reciprocal process because leaders affect followers and followers affect leaders” (Northouse, 2018, p. 309). Hence, the success of authentic leadership depends on both leader and followers.

In the third place, the developmental view conceives that authentic leadership can be learned and developed through time. Namely, it is not an innate or a “fixed trait” (ibid). According to (Walumbwa et al. 2008), authentic leadership is the sum of behaviors that a leader can develop through his positive values and qualities. Simultaneously, these behaviors can be stimulated through some vivid life situations. In this regard, (Avolio et al. 2009) claim that authentic leadership has four main components: self-awareness, internalized moral perspective, balanced processing, and relational transparency. To expand further, these components represent types of behaviors that an authentic leader carries out, learn, and develop lifelong.

In short, authentic leadership is a novice approach conceived to be a complex process that may be seen from different perspectives. Whether intrapersonal, interpersonal, or developmental; authentic leadership evolved to fulfill the need for trustworthy leadership that ensures the common good preserves the positive values of the society.

3.2. Spiritual Leadership

Although spirituality might seem quite far from the notion of leadership, this approach was given great interest recently. Early, the view of spirituality was mainly in religious matters. Then, it moved towards management and organizational matters (Samul 2019) and became the concern of many studies in the field.

According to (Fry, 2003, p 695) spiritual leadership is the process of “comprising the values, attitudes, and behaviors that are necessary to intrinsically motivate one’s self and others so that they have a sense of spiritual survival through calling and membership”. Hence, according to her, one’s internals and behaviors have a great effect on leadership as well as followership. To make this clearer, the leader’s spiritual values, attitudes and behaviors do not affect only his performance; but also his followers’ performance positively which results in successful leadership.

Moreover, (Fry 2003) claims that there are three main components of spiritual leadership: vision, faith, and altruistic love. The vision is the willingness to assume the comportment and the spiritual attitudes that enhance the sense of membership. It is worthy to notice that faith is crucial, for Fry, to express the vision. Subsequently, altruistic love allows the “seeing of others”—not because they can do something but simply because they are humans and, as such, appreciates them” (Samul, 2019, p 6).

All in all, although spiritual leadership is an emerging perspective; studies have found that in nowadays changes and circumstances, this approach is quite useful for intrinsic motivation for both leader and his followers. Accordingly, it is “a powerful and courageous management paradigm for the twenty-first century” (Crossman 2010 as cited in Samul, 2019, p 6).

3.3. Servant Leadership

This approach may seem paradoxical to some extent when regarding the traditional conceptualization of leadership. This is because the leader is generally seen as the core of leadership; he manages and influences his followers and they serve his instructions. However, servant leadership emphasizes the leader as the servant “the very notion of the servant as leader is an oxymoron” (Sendjaya & Sarros, 2002, p 57).

Studies of servant leadership were influenced by and originated from (Greenleaf 1970, 1972, 1977) works; through which he introduced his famous idea that “the great leader is seen as servant first” (Greenleaf, 1970, p 2). His view of a leader’s role as a servant was the underpinning for many recent inquiries in the field.

Servant leadership emphasizes a leader’s pattern of behaviors that serves followers’ needs and interests and ensures the common good. According to (Greenleaf, 1970, p15 as cited in Northouse, 2018, p 349):

[Servant leadership] begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. . . . The difference manifests itself in the care taken by the servant—first to make sure that other people’s highest priority needs are being served. The best test . . . is: do those served to grow as persons; do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? *And*, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived?

This exhaustive definition of the servant leadership process represents the foreground for the latter relevant studies. As cited, servant leaders put their followers’ needs, benefits and desires over their own. In the same vein, such leadership may result in better health, wisdom, freedom, and autonomy. Subsequently, it leads to the common good of society.

Spears (1996), claims that this approach represents a new leadership model that highlights people’s serving as a priority which extends the sense of community among them. Accordingly, he identified ten characteristics that synthesize, together, this model: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. These characteristics were extracted from Greenleaf’s writings.

As a whole, servant leadership is a recent theory whose originator is Robert k. Greenleaf. Based on his view, leaders should put their followers' good in the priority to reach an overall good of the whole community.

3.4. Adaptive Leadership

Likewise servant leadership, the main focus of adaptive leadership is on the followers. Hence adaptation, as the name reveals, is that of the followers and not of the leader himself. Nevertheless, it is always the leader’s role to make his followers adaptive.

Hence, this approach is about the ways leader influences and nurture the followers to cope with different changes that they may encounter in different life situations (Northouse 2018)

According to Heifetz and his associates “adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive” (Heifetz et al., 2009, p. 14). From this citation, one can understand that adaptive leadership is behaviour-centred. That is to say, it is the pattern of behaviors that the leader carries out to “mobilize” followers. This paves the way for them to better act in some situations despite life's hardships. In this regard, (Northouse 2018) expanded further; claiming that “mobilizing” does not mean making them learn new strategies per se. Rather, the leader may even make his followers change their values and ways of living.

Northouse (2018), provided a model that describes the process of adaptive leadership and explains its main components: situational challenges, leader behaviors, and adaptive work. To start with, situational challenges refer to the problem one can face in a given situation. These challenges can be technical, adaptive, or both types simultaneously. Second, leader behaviors are “based on the work of Heifetz and his colleagues [Heifetz, 1994; Heifetz & Laurie, 1997], these behaviors are general prescriptions for leaders when helping others confront difficult challenges and the inevitable changes that accompany them” (Northouse, 2018, p 401). Lastly, adaptive work is the potential goal of the leadership process. That is an outcome of the interaction between the leader and his followers. One point that is worth noting is leaders’ willingness to carry out those behaviors which end with followers doing the adaptive work. To make it simple, according to (Northouse 2018) the model of adaptive leadership provides a heuristic explanation for the process of adaptive leadership, its components, and the reciprocal relationship between them.

In short, adaptive leadership is followers-centered. It emphasizes the process of making followers adapt to different challenges and changes in their lives. Substantially; situational challenges, leader behaviors and adaptive work are crucial components in this approach.

3.5. Discursive Leadership

As it might be recognized through its name, this approach emphasizes leadership in terms of discourse and communication. Hence, unlike the other approaches that were discussed earlier, it does not focus on behaviors, spirituality, or authenticity. Instead, discursive leadership emerges through the communicational anecdotal between the leader and his followers (Northouse 2018).

According to (Fairhurst 2007), discursive leadership is the process of managing followers and providing instructions using language. Thus, the success of leadership is dependent on the success of conversational management. In this regard, it foreshadows communicative skills as an important element in the process. Moreover, (Svennevig 2008) describes discursive leadership as “the conversational mechanisms that leaders use to give instructions, gain compliance, frame events, form an organizational identity, and so on” p 535. In another vein, (Wodak et al., 2011) identified five strategies for discursive leadership: bonding, encouraging, directing, modulating and re/committing. For him, if the leader uses these five strategies during his interaction with the followers; the leadership process will end with preferable results.

To sum, discursive leadership might seem different to a great extent from other leadership approaches. However; it could be argued, according to studies in the field, that it is quite beneficial. It is the process of leading, managing, and mentoring others through the medium of language.

4. Educational Leadership

The notion of leadership was given great interest and was attached to different organizational domains for decades. Starting from the last two decades, leadership was brought to the field of education. As (Dorczak 2014) claimed, this change may be due to the incessant challenges that were facing schools and school systems. Thus, new managerial approaches were needed instead of the traditional ones. It is worth noting that scholars agree on the widespread notion that effective school leadership results in effective school outcomes. In this regard (Beare et al., 1992 as cited in Felicien et al., 2013) claim that “Outstanding leadership has invariably emerged as a key characteristic of outstanding schools” p 99.

4.1. Definition of Educational Leadership

As the concept of leadership is complex and perceived from different perspectives, scholars did not agree on one unified definition for educational leadership. In this light, the question of “whether *educational* leadership is a distinct field or simply a branch of the wider study of management” (Bush, 2007, p 391) is not answered yet. Simultaneously, (Dorczak 2014) explains that the study of leadership in education is blindly based on the studies in general management. That is to say, the same theories which were applied in the field of general leadership were brought and applied in the field

of education. It is worthy to notice that (Bush 2007) definition of educational leadership is one the most controversial and famous ones. Accordingly, he defined it as “a process of influence based on clear values and beliefs and leading to a ‘vision’ for the school” p 403. Based on these claims, it could be argued that educational leadership is the contour where the principles of leadership are applied in the field of education.

4.2. Characteristics of Educational Leadership

From Bush’s definition, one can highlight three main characteristics of educational leadership: influence, values, and vision.

Influence is a crucial element in leadership in general. It is that of one person or more over other for the sake of achieving the organization’s goals (Yukl 2002; Northouse 2007). Hence, it is considered a “special quality of few personalities (leaders) who have mental powers to influence others” (Dorczak, 2014, p 8). Besides, what is meant by influence in educational settings has nothing to do with authority (Bush 2008). Hence, the notion of educational leadership is not limited to the frame of the school heads; rather, any person of the school community can display it (Dorczak 2014).

Likewise, influence, the notion of vision is not relevant to only educational leadership; but, leadership in general. In this vein, many theories of leadership emphasize it such as transformational and charismatic theories. Hence, the idea of vision was merely shifted from leadership to the educational framework. According to (Bolman & Deal, 1997) the notion of vision should not be separated from leadership. Subsequently, it is what makes it “wise leadership”.

Lastly, scholars agree the more values are expressed in educational leadership, the more effective it is (Day et al., 2001). As well, (Dorczak 2014) claims that values are substantial in decision- making situations which are the core of the leadership process. Thus, leadership values are needed as a spare guide in different challenging situations.

As a whole, (Bush 2007) conceives that educational leadership should barriers three dimensions: influence, values, and vision. In the light of his conceptualization, (Dorczak, 2014, p 11) adds:

Educational leadership has to promote a vision of education that is built on educational values with the individual development of all people as the main and the most important value that has to subordinate all other values (Piaget, 1997). That vision treats school as a change agent that, through individual development, has the potential to transform groups, communities, organizations and society (Dewey, 1963).

Additionally, he conceives the influence to be “a mutual or multidirectional process of influencing each other that is the key aspect of learning processes and broader developmental processes of all individuals involved in educational processes that take place in schools being” (ibid).

5. The Importance of Leadership

From what was discussed previously, it can be quite apparent that leadership is not just a process to be done or a set of instructions to be followed. Rather, its importance possesses a greater perception (Plecas et al., 2018). Whatever is the kind of leadership and whatever is its approach, it will end up with benefits for all the community. To expand further, good leadership influences others to reinforce the moral values that are the underpinning of every society (Bush 2007). For this reason, it has been always a controversial concern of many studies over decades. Even though scholars did not agree on the way they conceptualize it; they all conceive that successful leadership is substantial for the development of society whether in the management or educational setting.

Conclusion

Leadership is an important factor not only for educational institutions; but for all organizations which gave birth to different theories and perspectives regard. Therefore, its related literature is quit vast and miscellaneous. This chapter aimed to highlight the main theoretical foundations for this last. As main titles, leadership conceptualization, theories, approaches, leadership in the field of education, and leadership importance were emphasized. Even though leadership has known increasing evolutions and incessant investigations; it has been always quite complex to end with a unified conceptual understanding. Thus, this makes leadership a controversial notion that is worth inquiring about.

Chapter Two

Teachers' CPD in Relation to Students' Leadership

Introduction

High-quality education represents the underpinnings of the success of every community. Therefore, educational leaders are considered agents of change who lead learners toward a successful education. This suggests for teachers to be highly eligible for such responsibility. Moving from leadership as the core of the first chapter, this section foreshadows teachers' Continuous Professional Development as quality assurance in both teaching and learning. Precisely, it reflects upon CPD conceptualization, the spectrum of CPD models, teachers' perceptions about CPD, its importance and its effects on both teachers and learners' leadership. It is worthy to note that leadership is accentuated in the second half of the chapter as an attempt to draw a clear link between teachers' CPD and students' leadership.

1. Continuous Professional Development

1.1. The Concept of Continuous Professional Development (CPD)

Since education represents the backbone of every nation, it is quite important for the educational leaders, teachers specifically, to be highly qualified. Simultaneously, competence is not the only needed ingredient; it should be attached with the necessary expertise and professional growth. As this matter may occur as a barrier in front of novice teachers; there are considerable educational programs that could create eligible teachers that genuinely fit in. Namely, Continuous Professional Development programs.

According to Gray (2005), CPD was coined in the second half of the 20th century. From that time on, there have been abundant debates about its concept. At this point, the literature reveals that there are two different conceptions of CPD: the traditional view that sees professional development as attending special courses with predetermined objectives, and the most dominant view that embraces the notion of ongoing and lifelong learning.

1.1.1. Top-down CPD

Despite numerous criticism of this traditional approach, it is still applied in many countries. This notion limited CPD to attending formal courses with goals that are set by the organization regardless of teachers' needs and interests (Wyatt & Ager, 2016). Friedman and Philips (2004) conceive CPD to be the engagement in training programs for the purpose of gaining qualification. Since many educational institutions made it mandatory to attend these professional programs, the teacher may end up with the knowledge that he does not necessarily need.

Moreover, these programs may add to his body of knowledge; however, they may not serve his in-depth lack to solve his learners' problems. To expand further, most of these programs cover recent strategic notions such as the use of ICTs when teaching which is quite general pieces of information that the teacher may find elsewhere without having to attend the course. Additionally, the teacher may be forced to engage in contextually irrelevant courses; that is to say, the courses are designed to find solutions to problems of learners from other countries or cities. Arguably, different regions mean different circumstances with different problems and different solutions (Alibakhshi & Dehvari 2015).

1.1.2. Bottom-up CPD

Unlike the traditional approach that ignores teachers' participation in making decisions about the content to be learned during the course, this approach highlights teachers' role as more collaborative and autonomous agents. In this frame, the teacher has the choice to choose which programs, conferences or workshops to attend (Wyatt & Ager, 2016). According to (Muijs et al, 2004) as mentioned in (Rose & Reynolds, n.d, p.220) "An awareness of less formal and traditional forms of CPD is slowly growing, with calls for teachers to become more creative in their approaches to their professional development, and move away from more traditional transmission-based methods".

Hence, this approach emphasizes a broader practical meaning where CPD activities can be formal (like engaging in training courses) or informal (such as reading books or related professional documents). Glatthorn (1995) claims that whether formal or informal activities, this provides the teacher with experience that he may draw on to grow professionally. Furthermore, bottom-up CPD foreshadows the idea of lifelong and continuous learning that results in the professional as well as personal intellectual and emotional development of the teacher (Day, 2004). Here, stands Day's definition that seems exhaustive for most scholars:

Professional development consists of all-natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional

thinking, planning and practicing with children, young people and colleagues throughout each phase of their teaching lives. (Day, 1999, p.4)

1.2. Models of CPD

It is undeniable that CPD literature is highly vast; however, only a few conceive CPD in terms of models (Hoban, 2002). Therefore, Kennedy (2005) provided a comprehensive framework through which he introduced nine models for CPD highlighting their characteristics.

1.2.1. The Training Model

As scholars agree (Little, 1994; Kelly & McDiarmid, 2002; Kennedy, 2005), this model is the most known and dominant one. “This model of CPD supports a skills-based, technocratic view of teaching whereby CPD provides teachers with the opportunity to update their skills in order to be able to demonstrate their competence” (Kennedy, 2005, p.237). Accordingly, this form of CPD embraces the idea of transmitter-receiver where the teacher passively gains knowledge that is passed by an expert. As it is discussed earlier in the CPD concept section, the training may and may not be in the relevant context which may create inadequacy. Day (1999) identifies a serious drawback for such training-based CPD programs claiming that teachers fail to “connect with the essential moral purposes that are at the heart of their professionalism” p.49.

Kennedy elaborates that this model is generally related to a standard-based perception about teachers’ role. That he is to learn and transfer some specific skills that are chosen and predetermined by the organization itself; which makes him passive and makes the learning process mechanical. As this form may successfully cover some general professional needs, this might not be the case when it comes to meeting the personal specified needs of the teacher (Kennedy, 2005). Regardless of its criticism, this model remains effective to be up-to-date with some new professional knowledge in the field (Hoban, 2002).

1.2.2. The Award Bearing Model

Kennedy describes this model in terms that it “relies upon, or emphasizes, the completion of award-bearing programs of study – usually, but not exclusively, validated by universities” p.238, this validation may be the “quality assurance” for teachers to give their best and enhance their performance. A fine example of this model can be the Chartered Teacher Programs. Hence, unlike the training form of CPD; it is argued that this model is effective in terms of teacher’s outcomes and relevant context.

1.2.3. The Deficit Model

As its name reveals, this form of CPD is to target a specific deficit in teachers' performance which is quite beneficial for both teachers and learners. Rhodes & Beneicke (2003) as cited in Kennedy (2005) declared that this means of teacher performance management is seen "as an element of government intervention to exact greater efficiency, effectiveness and accountability" p. 124. It is worthy to note that managing performance means to take consideration the changes in teacher performance as well as assessing the progress and providing a remedy if necessary.

Nevertheless, this raises the ambiguity of how to classify a particular performance as successful regardless of others. To elaborate further, Rhodes & Beneicke (2003) pointed out that (as Kennedy, 2005 claims) if the reasons behind a specific deficit were deeply analyzed, it may end up in poor organizational performance and not only poor individual performance of the teacher. This will obviously stand as a barrier in front of deficit remedy. Hence, the remedial program should detach the possibility of poor organizational performance and rather highlight only the individual reasons behind teachers' deficit performance.

Boreham (2004) suggests differentiating first between what is meant to be collaborative competence and what is meant to be individual competence in an educational setting. He subsequently declares that leadership is the key to effective collaborative competence and provides three main conditions: "making collective sense of events in the workplace; developing and using a collective knowledge base; developing a sense of interdependency" (Boreham, 2004, p. 9). In fact, Kennedy (2005) opposes "This argument is clearly at odds with the notion of the deficit model which attributes blame for perceived underperformance on individuals and fails to take due cognizance of collective responsibility" p.239.

1.2.4. The Cascade Model

"The cascade model involves individual teachers attending „training events“ and then cascading or disseminating the information to colleagues" (Kennedy, 2005, p.240). Similarly, (Ngeze et al. 2018) describe this model as "training the trainers who then have to train other trainers" p. 756. In essence, this model represents a top-down hierarchy of training anecdotal that should be done in a systematic process and with carefulness to ensure transmitting exactly what was received. Hence, this form of CPD is generally adhered to when the resources are limited resulting in cost-effectiveness.

McDevitt(1998), pointed out that knowledge transmission in this model is one-tailed with the absence of feedback or interaction about the delivered input. In addition, fresh trainers may have some misunderstandings concerning the content to be taught which brings the threat of transmitting falsified knowledge (Suzuki 2011). As a whole, the challenges of this CPD can be categorized in the absence of feedback, the second trainers' understanding, and the way of delivering the content. Thus, it can be deduced that the Cascade model gives more concern to knowledge and skills rather than opinions and attitudes (Kennedy, 2005).

1.2.5. The Standards-Based Model

This form of CPD imposes some specific teaching standards so that professional courses are designed accordingly. In the same context, Borko & Putnam (1995) argue that “persons who wish to reform educational practice cannot simply tell teachers how to teach differently. Teachers themselves must make the design changes” p.60. For Beyer (2002), it “represents a desire to create a system of teaching, and teacher education, that can generate and empirically validate connections between teacher effectiveness and student learning”p.243

However, it is not the case for other scholars. Taking Smyth (1991) as an example, he thinks that imposing teaching standards on trainees underestimates teachers' capacities, critical thinking and reflection. As well, Draper et al. (2004) argue that “the Standard [Standard for Full Registration] itself may be seen as a useful scaffold for professional development or as a source of pressure for uniformity” p. 221 (as cited in Kennedy 2005, p.242).

1.2.6. The Coaching and Mentoring Model

The emphasis on the one-on-one relationship, which exists between two instructors and is aimed to encourage CPD, is a distinguishing feature in this model, and it is shared by both coaching and mentoring, despite the efforts made to differentiate between the two concepts. According to Rhodes & Beneicke (2002), Coaching focuses on skills, while mentoring incorporates elements of guidance and professional relationship. Furthermore, mentoring frequently entails a partnership in which one member is inexperienced and the other is highly experienced and professional (Clutterbuck, 1991).

The coaching/mentoring paradigm allows the two instructors engaged to explore new ways, ideas, and goals in a less hierarchically intimidating way since it entails a more egalitarian connection. This paradigm, however, may support either a

transmission perspective of professional growth, in which instructors are launched into the status quo by more professional and experienced members, or a transformational view, in which the connection provides a supportive, but demanding space for both conscious and mental examination of practice, depending on the matching of individuals' participating in the coaching/mentoring relationship.

Although the coaching/mentoring model is characterized by its dependence on a one-to-one connection, it may encourage either a transmission or a transformational view of CPD, relying on its grounding mindset.

1.2.7. The Community of Practice Model

There is an obvious link between communities of practice and the mentioned helpful and demanding coaching/mentoring paradigm. The main distinction between the two is that a community of practice often consists of more than two individuals and does not rely on privacy. The hierarchical, assessment-driven style of CPD, on the other hand, is maybe not as strongly tied to the communities of practice paradigm.

Wenger (1998) claims that learning in a community of practice occurs as a consequence of the community individuals as well as their interactions and relationships, rather than a result of pre-programmed learning events the same as courses. Learning within such a community, on the other hand, can be either a positive and proactive or a passive experience, depending on the role played by the person as a member of the larger group, where the collective wisdom of dominant members of the team shapes other persons' understanding of the community and even their positions.

Boreham (2000) emphasizes the importance of community learning, seeing individual knowledge and the combination of various persons' knowledge through interaction as a dynamic area for the formation of new skills and experiences. Although communities of practice have the capacity to reinforce dominant discourses, they may also work as strong sources of transformation under particular circumstances, when the entirety of knowledge and experience of individuals is greatly boosted by cooperative effort.

1.2.8. The Action Research Model

Action research is all about activity and action, as the name implies. An action research cycle concludes with a choice on which activities you will begin, stop, and continue in your practice to attain a certain objective. Action research is defined by Somekh as the study of a social situation, incorporating the participants themselves as researchers, with the goal of increasing the quality of action within it. The participants'

comprehension of the situation, as well as their practice within it, might be considered the 'quality of action.'

Burbank and Kauchack (2003) believe that collaborative action research offers a solution to the passive role that classic professional development models impose on teachers. They argue that instructors should be trained to regard research as a process rather than a product of another's efforts. It is indeed, possibly, a way of reducing reliance on externally produced research by moving the power balance toward teachers themselves via the selection and execution of appropriate research initiatives.

1.2.9. The Transformative Model

There was disagreement among researchers about the concept of the Transformative model of CPD. The combination of a variety of processes and circumstances – parts of which are derived from other models – is referred to as a "transformative model" of CPD by some researchers. In this respect, it may be claimed that the transformative model is not a clearly specified model in itself; however, it emphasizes the wide variety of circumstances that are necessary for transformational practice, which is the model's core feature.

On the other hand, others related this model of CPD to the Transformative Learning Theory. Transformative Learning Theory (Taylor, Cranton, & Associates, 2012; Preskill & Brookfield, 2009) suggests a relationship between critical reflection and instructor efficiency; particularly, educators should reflect on and act against dominant ideologies that form the basis of teaching and learning situations (Dewey, 1916; Mezirow, 2003; Taylor, Cranton, & Associates 2012) to ensure learners achievement and positive social adjustment (Laureate Education, Inc.(Executive Producer), 2012). Transformative Learning Theory, as shown by Taylor, Cranton, and associates, is not just concerned with personal transformation; it is also a foundation for societal change.

1.3. The Spectrum of CPD Models

As it is shown in the figure, Kennedy suggests that the purpose of the first four models is transmission, which gives teachers only a little control and responsibility for their professional learning. The coming three models are considered to be transactional; therefore, the teacher is given more opportunity to display professional autonomy. Eventually, the action research and the transformative models pave the way for teacher trainees to assume full control, responsibility and decision making; being at their higher professional autonomy.

Figure 1*Spectrum of CPD models*

| Model of CPD | Purpose of model |
|--|------------------|
| The training model The award-bearing model The deficit model The cascade model | Transmission |
| The standards-based model The coaching/mentoring model The community of practice model | Transitional |
| The action research model The transformative model | Transformative |

Note: adapted from *Models of Continuing Professional Development* by Kennedy, 2005, p. 248

To end, each model of the former ones has a set of specific characteristics that describes the different approaches to CPD. In this regard, the models consist of a frame to discuss and analyze the concept of CPD. Simultaneously; such an organization is not suggested to be exhaustive. Rather, it provides a more comprehensive understanding of CPD models (Kennedy, 2005).

1.4. Teachers' Perceptions about CPD

A lot of researchers have argued in favor of teachers' professional development. According to Karabenick and Noda (as cited in Jafri, 2009), it helps instructors to develop their performance and stay up to date with new scientific studies. Similarly, Mizell (2010) argues that continuing professional development activities assist instructors in determining the optimal pedagogical techniques for improving students' learning processes. In addition, Richards and Farrell (2005) underline the need for continuing teachers' professional development to become familiar with the most up-to-date materials and approaches.

Despite the positive aspects of Professional Development, instructors' views on its effectiveness in supporting high-quality teaching and learning differ from one another. Some instructors are dissatisfied with the significance as well as the usefulness of their professional development. Teachers, according to Steyn (2008), may be unable to critically reflect on their own practice or to try out creative solutions to difficulties they encounter on a regular basis. Several teachers, according to Barnard (2004) and Richards (2002), are resistant to change, particularly in professional development activities, since they do not see the relevance of staff development in their profession and do not see a purpose to improve professionally.

1.5. The Importance of CPD

According to Day's explanation of CPD (1999), professional development activities are designed to be beneficial, in one way or another, to individuals or groups of teachers. As a result, its contribution to the improvement of the quality of education can be direct or indirect. To expand further, the process of CPD, as he claimed, helps teachers, whether individuals or in collaboration with colleagues to review, renew and extend their commitment as change agents to the moral purposes of teaching. Additionally, CPD activities, as he said, are important for the acquisition, as well as, the development of knowledge, skills, and emotional intelligence, which are necessary for the attainment of teacher's professional thinking, planning, and practice with both learners and colleagues at all stages of their careers.

As a result, CPD may assist instructors in learning new instructional strategies, sharing best practices, and implementing innovative methods of teaching, allowing them to enhance their teaching abilities for students and instructors themselves. Acquiring creative skills and then being able to use them in the classroom may make teaching much more interesting and effective. So, it is clear that CPD is expected to assist instructors in achieving personal growth in a simple but effective way.

Day & Leitch (2007) declare that the continuous change in curricula, teaching approaches, work conditions as well as the external environmental, socio-economic and cultural factors which constantly affect teachers, learners and the educational systems necessitate a lifelong ongoing process of teacher learning and development.

2. The Impact of CPD on Learners

Scholars agree that the effectiveness of CPD should be measured at three different levels: the teacher, the school, and the learners (Day & Leitch, 2007). Similarly, Bolam & Weindling (2006) affirm that if the CPD activities are well structured; they will definitely end up with improvements in learners' achievements.

Opfer and Pedder (2010) summarized the benefits of CPD on learners in gaining up to date knowledge as well as better understanding and analysis of their needs through new teaching approaches and methods. For a more detailed analysis of the effectiveness of CPD on learners, Day & Leitch (2007) state that such effectiveness:

Relates to how the pupils' motivations, attitudes, behaviors, attainments, and achievements are affected by what the teacher has learnt through CPD. The influences may be direct (as in the case of new subject knowledge transfer, teaching and learning strategies, changes in the motivations, attitudes,

understandings, commitments, and behaviours of the teacher) or indirect (as in the case of increased range of learning opportunities, changes in teacher-learner relationships). These may affect pupils' motivations, attitudes, behaviour, approaches to learning and, ultimately, what they achieve as measured by examinations and tests. p. 712

One important point that is worth discussing is that for CPD to have such benefits for learners or teachers themselves is that school or organizational conditions should serve the professional learning (Opfer and Pedder 2010). All in all, effective professional development is of a good quality assurance that fosters teachers' competencies, expectations, as well as the impact of their performance on classroom practice.

3. Leadership as an Effect of Teacher's CPD

3.1. Teachers' Leadership

Teachers' leadership is among the major aspects that increase teachers' quality, which is required to improve learning. Since teacher quality is the goal of Continuing Professional Development, it is among the most significant factors that demonstrate teachers' quality.

Over the last two decades, teacher leadership has been described in different ways, but one recommended definition stated that it is the process through which teachers, individually or collectively, affect their peers, headmasters, and other members of the school community to enhance educational practices in order to promote student learning and accomplishment. Individual growth, cooperation or team development, and organizational development are three purposeful development objectives in certain team leadership work. p. 287.288

Teacher leaders are responsible for monitoring improvement efforts, planning curricula, and attending administrative meetings. Furthermore, during extra time, they are frequently expected to take part in peer coaching and review research. Teachers with considerable teaching experience, a reputation as good educators, and peer esteem are the most common candidates for these positions. They are driven by a desire to learn and succeed, as well as a willingness to take chances and engage in responsibilities. These instructors perform as union representatives, department heads, and mentors.

To summarize, raising teachers' leadership skills into something which might have a transformative influence on learners requires a collaborative framework, which is expected to be achieved via CPD practices.

3.2. Learners' Leadership

S. de Vries et al. (2013) consider that the more instructors participate in CPD programs, the more student-oriented they are. Since Van Veen and Slegers (2006) claim that collaboration with colleagues is crucial for student-oriented teachers because of their responsibility for learners and the need for potential sources of support and advice. The collaboration between teachers can be practiced mainly through CPD activities. As a result, learner orientation will produce an increase in learners' responsibility for their learning, which is encouraged by the teacher who plays the role of a facilitator and coach. According to Bright et al (2012), effective leaders do not leave the learning to their teachers; instead, they are personally involved and play an important role in the learning process. Thus, this creates a classroom structure with the right conditions for student leadership to take root and be practiced.

3.2.1. Student leadership Qualities

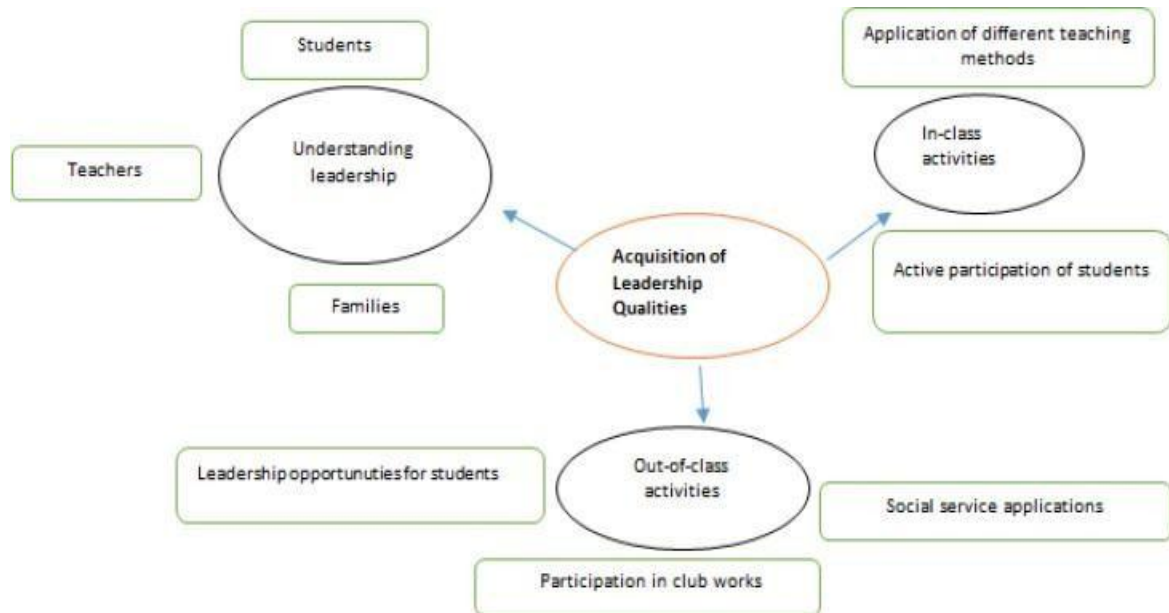
Due to the different challenges that learners can face during the learning process, leadership is considered to be as important as any other skill for learners. Subsequently, this later consists of other mass of interdependent skills that are interrelated (Hay & Dempdter, 2004). As a matter of fact, leadership is not limited to specific people or an innate ability; it can rather be learned and developed by anyone. However, scholars (Evet, 2010; Godbole, 2011; Nair, 2011) argue that this capacity is universal to all humans; unless it is supported and stimulated from an early age.

According to Shinde (2010), leadership is not an abstract notion that can be learned through formal lessons, explanations or descriptions of its meaning and importance. In contrast, it is generally acquired through the engagement in specific activities that can be either curricular or extracurricular (Al-Jammal, 2015). In addition to these conditions, Hay & Dempdter (2004) insist on the importance of having a mentor during the activities.

In this frame, Parlar et al. (2017) suggest three main reasons behind the acquisition of leadership qualities: in-class activities, out of class activities and the understanding of leadership. The figure below heuristically provides an organization for these activities.

Figure 2

Activities for students to acquire leadership qualities



Note: adapted from Leadership Development in Students: Teachers' Opinions Regarding Activities that can be Performed at Schools by Parlar et al., 2017, p. 221

Despite the controversial discussions about how students develop leadership qualities; the existent leadership does not provide a specific agreement on what these qualities are. Therefore, there are different perceptions where every scholar classifies the qualities based on his perspective. In theoretical research, Al-Jammal (2015) classified 21 different leadership qualities that should be taught to learners. These qualities are presented in the following table:

Table 1

21 Student Leadership Skills and Related References

| Qualities/ Skills | Related References |
|---|---|
| Ability to Enable, Encourage & Empower Others | Bedford (2012), Shnall (2013a), Shnall (2013b), Torres (2013). |
| Being Humble & Teachable | Keller (2012), Kessie (2012), Ramachander (2012), Tracy (2012), Warren (2013). |
| Conflict Resolution | Chobharkar (2011), Hay & Dempster (2004), Moore (2010), Segal & Smith (2013), Trautman (2007). |
| Courage | Bedford (2012), Bethel (2008), Chobharkar (2011), Tardanico (2013), Tracy (2012), Voyer (2011). |
| Creating a Vision | Bedford (2012), Bethel (2008), Chobharkar (2011), Choudhury (2013), Ramachander (2012), Tracy (2012). |

| | |
|------------------------------------|---|
| Decision Making | Bedford (2012), Bethel (2008), Chobharkar (2011), Hay& Dempster (2004), Khalife(2013), Roberts & Inman (2009),Swan (2011). |
| Diversity Awareness | Bethel (2008), Gardenswartz & Rowe (2003), Hay&Dempster (2004), Loden & Rosener (1991). |
| Effective Communication Networking | Bedford (2012), Bethel (2008), Brooks- Harris (1999), Chobharkar (2011), Hay & Dempster (2004), Isaac (2005), Kessie (2012), Khalife (2013), Ramachander (2012), Roberts& Inman (2009). |
| Integrity & Honesty | Bedford (2012), Bethel (2008), Hopkin (2012), Kessie (2012), McKee (2011), Ramachander (2012), Tracy (2012). |
| Making a Difference | Asasud (2013), Bethel (2008), Ramachander (2012), Roberts & Inman (2009). |
| Money Management | Brustein (2013), Chestnut (2013), Khalife (2013), Kissell (2013), Swan (2011). |
| Passion & Motivation | Andersen (2012), Brox (2013), Chobharkar (2011), Khalife (2013), Ramachander (2012), Swan (2011). |
| Prioritizing Tasks | Asasud (2013), Chobharkar (2011), Covey et al. (1996), Hyatt (2011), Pash (2009). |
| Problem Solving | Chobharkar (2011), Hay & Dempster (2004), Khalife (2013), Roberts & Inman (2009), Swan (2011), Tracy (2014). |
| Project Management | Asasud (2013), Hay&Dempster (2004),Schiff (2013). |
| Project Planning | Chobharkar (2011), Hay & Dempster (2004), Kim (2012), Roberts & Inman (2009), Thoughtful Learning (2013). |
| Reflection | Bolton (2010), Hay & Dempster (2004), Mckimm (2004). |
| Self-confidence | Asasud (2013), Bedford(2012), Chobharkar (2011), Dao (2008), Goldsmith (2009), Hay&Dempster (2004), Kessie (2012), Khalife (2013), Swan (2011). |
| Setting & Achieving Goals | Bedford (2012), Chobharkar (2011), Hay & Dempster (2004), Roberts & Inman (2009). |

| | |
|-----------------|--|
| Teamwork | Asasud (2013), Bethel (2008), Chobharkar (2011), Hay&Dempster (2004), Khalife (2013), Roberts&Inman (2009), Swan (2011), Tracy (2012). |
| Time Management | Burns (2012), Hay&Dempster (2004), Koenig (2006), Panaccione (2011), Writer (2010). |

Note: adapted from Student Leadership: Basic Skills and Appropriate Activities by Al-Jammal, 2015, p. 21

3.2.2. *The Student Leadership Practices Inventory*

The Student Leadership Practices Inventory (Student LPI) is a model of five practices for exemplary leadership provided by Kouzes & Posner (1987). Accordingly, “this powerful leadership development model approaches leadership as a measurable, learnable, and teachable set of behaviors [...] Student LPI offers you a method for accurately assessing your leadership skills”(Kouzes & Posner, 2018, p.18). Henceforth, this model is based on the behaviors that students engage in when they are at their “personal best as leaders” *ibid.* These behaviors are distributed on five main practices: model the way, inspire a shared vision, challenge the process, Enable others to act, and encourage the heart. Devoting six behaviors for each practice, Kouzes & Posner emphasized thirty behaviors that an exemplary leader performs when he is at his “personal best”.

The first practice emphasizes the individual values, principles and beliefs of the leader. As well, it focuses on the leader’s role to align his followers with these values that are common for the community.

In relation to the previous practice, Inspire a Shared vision practice adopts the idea of sharing the values between team members. As a result, these shared values will help both leader and followers to have a clear visualization for the future as this will help them decide about different decisions they are going to make.

The idea behind challenge the process practice is to challenge the self, face the fears, and take initiative of testing things. In addition, it features how this sense of challenging can help the leader in different problem-solving situations. Hence, displaying this practice means that the leader is ready to take risks, learn from the mistakes, change and be innovative.

The forth practice, as it might be revealed through its name, is about helping others to be able to do some specific things and reach positive change for the sake of the common good. Notably, it contributes in fostering the sense of partnership and cooperation among others which empowers them to realize their goals and common goals for the sake of the common benefit.

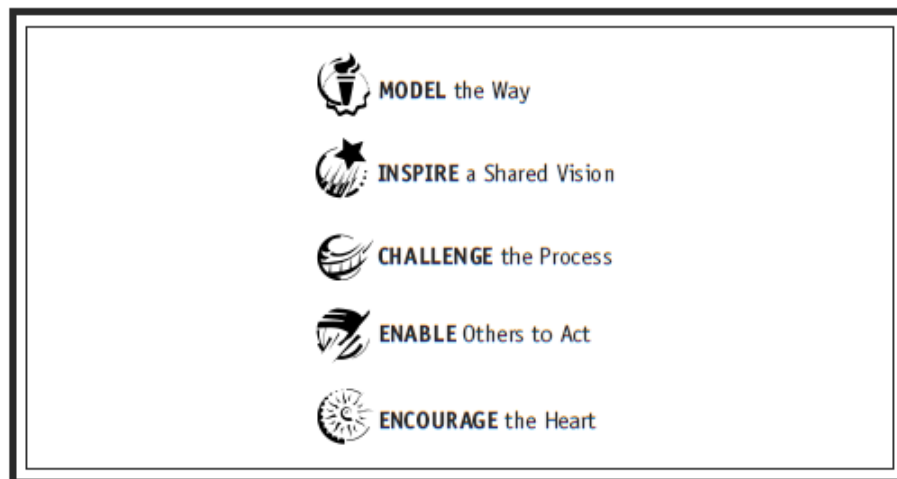
The last practice, Encourage the heart, is about recognizing others contributions and claiming them in public so that they continue doing better. As well, it focuses on celebrating the accomplishments after people's contributions to reinforce team and community spirit.

As whole, Students' leadership Practices Inventory (SLPI) is considered as the most famous students' leadership measurement tool. It is worthy to add that scholars, professional leaders, and students who tested it agreed on its high validity and credibility in measuring leadership.

Figure 3

The Five Practices of Exemplary Leadership by J. Kouzes & B. Posner

The Five Practices of Exemplary Leadership



Note: Adapted from *Student Leadership Practices Inventory Facilitator's Guide* by Kouzes & Posner, 2006, p. 58

Conclusion

To bring the literature review of this dissertation to a close, this chapter stressed the relationship between teachers' CPD and learners' leadership. Since the aim of the previous chapter was to review the theories of leadership' concept; this chapter aimed to focus on CPD. Even though the existing literature does not relate these two concepts; it was managed to establish a link between the two in this chapter. Thus, it illuminates the concept of CPD, its models, its impact and importance for teachers as well as learners, and its effect on educational leadership in a correlational manner. Since the theoretical phase ends here; the coming chapter will be devoted to the empirical work of our investigation.

Chapter Three

Methodology, Data Analysis, and Discussion

Introduction

Since the previous chapters represented the theoretical part of this dissertation, this chapter mirrors the empiricist of our academic work. Therefore, it reflects upon the followed methodology to conduct the study discussing the participants, research context, data gathering tools and the rationale behind each choice. Furthermore, critical analysis and discussion of the findings will take place later in this section.

1. Methodology

1.1. Research Aim

The overall aim of this research is to investigate the ways EFL teachers improve their students' leadership skills basing on the Continuous Professional Development (CPD) activities. As supporting objectives, this investigation seeks to inquire students' conceptualization of leadership as well as teachers' conceptualization of both CPD and leadership; qualities of successful student leader; and the ways students' leadership can be developed.

1.2. Location

This study was carried out in the department of literature and foreign languages with the English Foreign Language section of Ibn Khaldoun University- Tiaret.

1.3. Participants

As target population, Second year master EFL students and teachers of Ibn Khaldoun University- Tiaret were chosen. A random sample, of one hundred (100) students and six (6) teachers, was elicited from the population to be the experimental group of the study. The rationale behind choosing second year master level instead of another is to apply the empiricist of our inquiry on students who are at the end of their academic journey and seek their opinions, attitudes and measure their behaviors after experiences, challenges and a developmental path of five academic years. As the main aim of this research is to establish a relationship between teachers' CPD and students' leadership, second year master teachers were chosen to gather their opinions and observe their performance with students' sample.

1.4. Methods of Data Collection

This research is a correlational study aimed to discover the existent relationship between teachers' CPD and students' leadership. For the sake of getting a firm grip of credible and reliable results, a mixed method approach was opted. Therefore, both

quantitative and qualitative data was gathered using methodological triangulation. According to Honorene (2017, p 91): “Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources”. In this regard, students’ questionnaires, teachers’ interviews and class disguised observation were carried out to ensure the attainment of research objectives.

1.4.1. Questionnaire

It can be argued that questionnaires are the most used data collection instruments due to “their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources” (Dornyei, 2003, p 9). Talking about our research, this might be one reason among others since the questionnaire was not the only used tool. To expend further, questionnaire was chosen as research tool to validate the obtained data from the other instruments. Besides, it was chosen to gain data and draw inferences that cannot be elicited through the other tools. That is, the measurement of senior students’ leadership. Thus, in addition to students’ opinions and attitudes; our questionnaire was meant to find out authentic data about students’ leadership by using Kouzes and Posner leadership measurement tool as a part of the survey.

The Description of the Questionnaire

The designed questionnaire for our study consists of two sections. The first section consists of five questions that were meant to gather attitudinal data from the respondents. Hence, this section inquired students’ opinions concerning leadership understanding, students’ leadership qualities and students’ leadership development. In the second section, Kouzes and Posner leadership measurement tool was applied for the reason of measuring leadership of EFL senior students of Ibn Khaldoun University- Tiaret.

1.4.2. Interview

Since the in-depth character of intensive interviews enables eliciting each participant's interpretation of his or her own experience and it allows the gathering of more trustful and worthy data; semi-structured interviews were used as the main research tool in order to listen, ask, record and examine what teachers think about teachers’ CPD as well as both teachers’ and learners’ leadership . Consequently, the questions were predetermined and generated precious data.

The Description of the Interview

In order to test our hypothesis, it was managed to design an interview that is composed of eight (08) questions. The questions were varied and divided into questions related to teachers' CPD, and questions related to teachers' as well as learners' leadership. Questions 1, 2 and 3 were to elicit data about teachers' understanding of CPD; its' importance; and CPD activities that they participate in. Questions 4, 5 and 6 were devoted to the effect of CPD on teachers' leadership; the importance of being a leader teacher; and the effects of teachers' CPD on learners. Eventually, questions 7 and 8 were dedicated to check teachers' awareness and understanding of students' leadership, and how it can be affected by teachers' CPD.

1.4.3. Observation

For more valid and reliable findings, the observation method was chosen to be one of the methodological triangulation tools. This tool helped ensuring reliable and valuable data and eliminated any falsified responses that could be given when inquired through the previous tools. Hence, this instrument allowed us to draw valid inferences about both teachers' and students' behaviors inside the classroom. The fact that the observation was completely disguised made the understanding and the analysis of participants' behaviors more comprehensive. According to MacDonald & Headlam (n.d, p 51), this type of observation allows "gaining a depth of insight into behavior that comes not simply from close, detailed, observation but also from the researcher's own experiences within the group being studied".

The Description of the Observation

The undertaken observation of our investigation was semi- structured. As whole, it lasted four 4 weeks from the first semester of the academic year 2021/2022. A checklist was prepared before the process to serve as a framework. During the process, both teachers' and students' leadership were critically observed. Due to some unexpected circumstances and results, we managed to shift from structured to semi-structured observation. In general, teachers were observed in terms of displaying teacher's leadership qualities, giving students leadership opportunities through specific activities, and motivating students to take outdoor leadership opportunities. For students, they were observed in terms of their display of the common students' leadership skills.

1.5. Pilot Study

Testing the research tool before collecting data is a quite important procedure that should be done to ensure the practicality and the fruitfulness of the instrument. Sudman & Bradburn, 1983, p. 283 (as cited in Dornyei, 2003, p 64) assert the importance of this step claiming that: “if you do not have the resources to pilot-test your questionnaire, don't do the study”. On his side, Oppenheim (1992) declares: “every aspect of a survey has to be tried out beforehand to make sure that it works as intended” p. 47.

Basing on these claims, a pilot study was conducted before the actual data collection phase where a small group of the target sample was given the questionnaire to test the clarity of its items and its effectiveness. During this process, we have noticed that the statements of the second section of the questionnaire were ambiguous and difficult to understand for most of the students; as we continually received inquiries about the meaning of the statements. Moreover, we received some recommendations concerning the overall structure. Since the question of the second section was situated at the very end of the page; students continued to turn the page to check the possibilities in each statement.

After the trial, students' opinions about the questionnaire and its structure were taken into account and some minor changes were done. Among them, rewording questionnaire's items including the statements of the second section; and restructuring the questionnaire since the question of the second section was shifted to the next page.

For the interview and the observation no piloting was done; instead, an immediate shift from structured to semi-structured was appealed to during the process of data collection. Starting with the interview, there were some misunderstandings and misinterpretations on the part of the teachers which necessitated an immediate intervening and rewording to reach the appropriate objective of the questions. In some cases, teachers were asked to elaborate when they highlighted some important points. Moving to the observation, no piloting was done to test the checklist due to time constraints which are discussed in the limitations section.

1.6. Methods of Data Analysis

Since this research opted for mixed method approach through which both qualitative and quantitative data was gathered; data analysis procedure coordinated both statistical and descriptive methods. For the questionnaire, some graphic organizers including graphs and tables were used to depict the statistical results. Moving to the interview and the observation, its raw data was described in a form of critical analysis.

2. Data Analysis and Discussion

2.1. Questionnaire Analysis and Discussion

2.1.1. Section 1 of the Questionnaire

Question 1

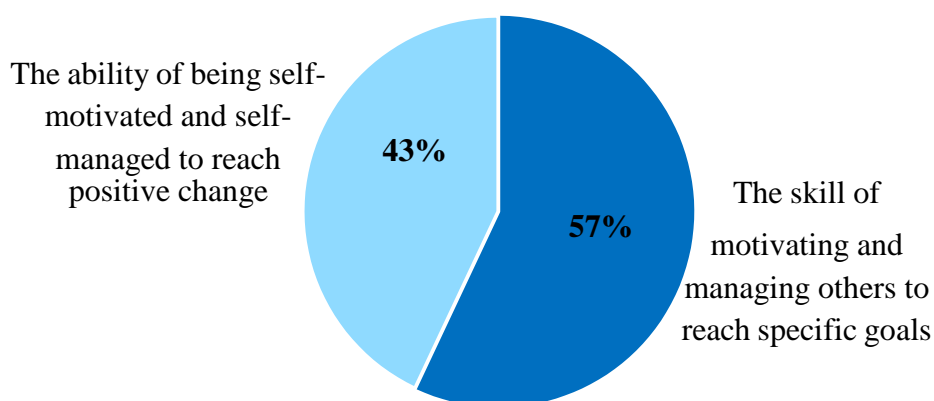
In your opinion, leadership is:

- a- The skill of motivating and managing others to reach specific goals.
- b- The ability of being self-motivated and self-managed to reach positive change.

The aim behind this question is to figure out students' understanding and awareness of leadership. As it is depicted in the graph bellow, the results were approximate to a great extent. Though the larger number of the students (57 students out of 100) understands what leadership is, 43 others did not; which remains a large portion as well. Such lack of awareness might be either because students' are not interested in leadership or because teachers do not give much importance to leadership; hence, they do not work on developing this skill among their students. In this frame, Parlar et.al (2017), insist on the importance of students' conceptual understanding of leadership for its development. Hence, those 43 students who misunderstood the concept of leadership can face difficulties when developing their leadership; whereas the remaining students can easily improve their leadership as they successfully understood its essence.

Figure 4

Students Understanding of Leadership



Question 2

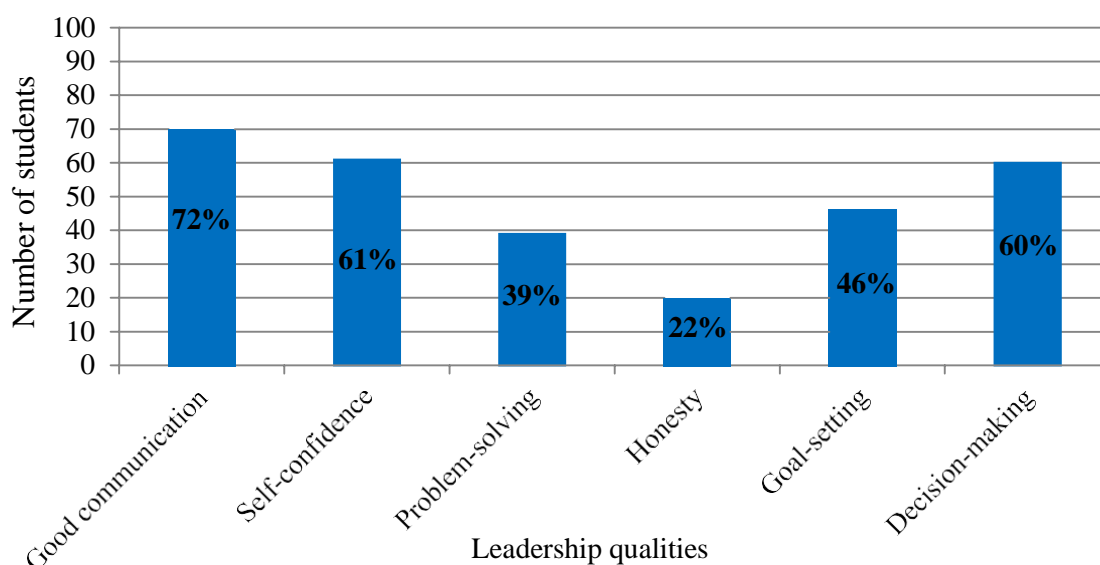
According to you, what are the leadership qualities that a second year master student should have?

a- Good communication, b- self-confidence, c- problem-solving, d- honesty, e- goal-setting, f- decision-making.

This question is asked to inquire students' different opinions about leadership qualities as well as their awareness of its importance for senior students. The result shows, as presented in the figure, that communication, self-confidence and decision-making were chosen by most of the students (72, 61 and 60 students out of 100) to be the most important qualities that a senior student should assume. On another side, the least number of students (46, 39, and 22 students out of 100) considered goal setting, problem-solving and honesty to be the most important. Referring back to the table provided by Al-Jammal (2015) in the previous chapter, communication, self-confidence and decision-making are among the most chosen qualities by scholars to be crucial for leaders to hold. As he claims that "it is impossible to be a leader without effective communication skills" p.24; "leadership does not exist if self-confidence is not present" p. 28; and he claims that decision making skills are important for students so that they reinforce the sense of responsibility and gradually gain the ability to make bigger decisions. It is worthy to notice that these qualities were chosen by students to be the forefront needed skills for a senior student and this does not exclude the importance of the remaining qualities. In contrast, all of the six qualities are important leadership qualities.

Figure 5

The Most Important Leadership Qualities for Senior Students



Question 3

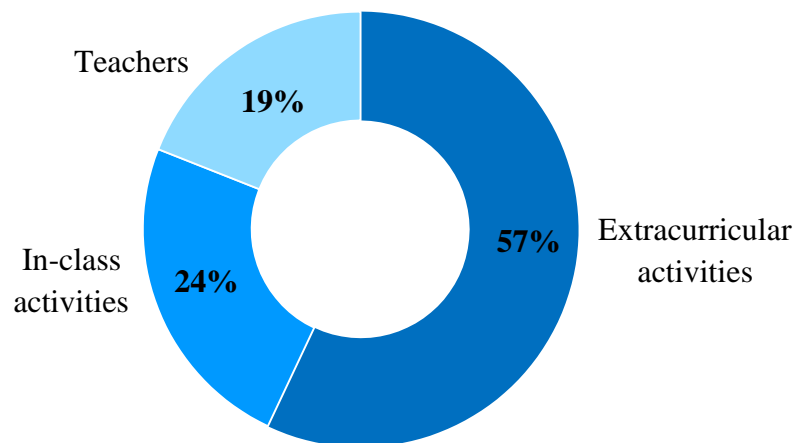
During your academic journey, what was the main reason behind the development of your leadership?

a- In class activities, b- extracurricular activities, c- teachers.

Due to the fact that students do improve in many aspects starting from their first year of university till the last and basing on the claims discussed in the previous chapter concerning leadership development; we aimed to see what kind of trigger is behind students' leadership development in our context. Interestingly, more than the half number of the students (57 out of 100) claimed that their leadership development was due to their engagement in extracurricular activities during their academic journey. It is worthy to note that 19 students developed their leadership because of class activities; while teachers were the reason behind leadership development for the rest of students (24 out of 100). This result reinforces the claims of Parlar et.al (2017), Al-Jammal (2015) and many other scholars who considered curricular and extracurricular activities important factors in developing students' leadership and makes the extracurricular activities the topmost reason.

Figure 6

The Reasons behind Students' Leadership Development



Question 4

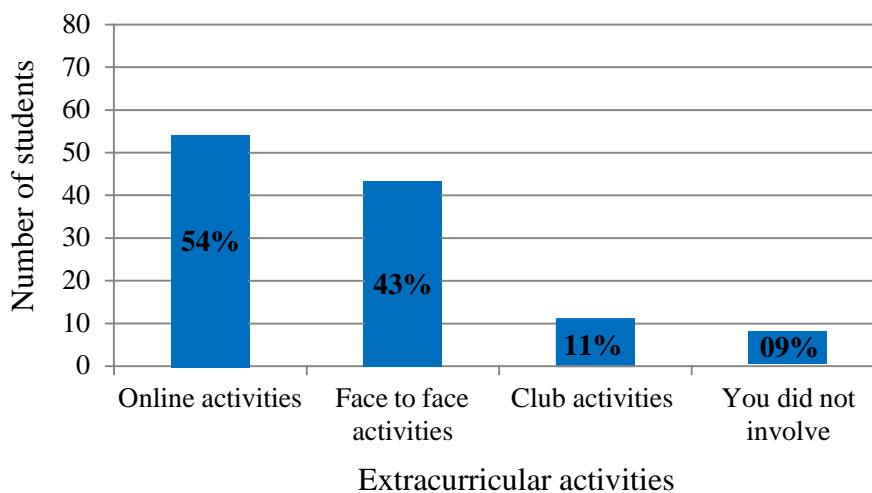
What kind of extracurricular activities you generally engaged in during your academic journey?

a- Online activities, b- face to face activities, c- club activities, d- you did not involve

As a sequel for the previous one, this question was asked to find out the type of extracurricular activities that EFL students engage in. More precisely, it aims to discover the type that contributes in students' leadership development during their academic journey. As it can be seen in the figure bellow, almost all of the students did participate in such activities and only 9 students out of 100 did not. Although the rate of students who engaged in online activities and face to face activities was approximate, students were more interested in the online ones (54 out of 100) rather than face to face (43). Surprisingly, only 11 students out of 100 engaged in university clubs which remains a catching result. This fewer rate can be either justified by students' low enthusiasm towards club engagement, or university clubs does not cover students' preferences. All in all, despite the fact that online and face to face activities can serve in developing some leadership qualities such as communication, problem solving, and decision making; clubs are quite important to reinforce the sense of team work and leader-followers relationship since many vivid leadership opportunities can be offered.

Figure 7

The Type of Extracurricular Activities that EFL Students Participate in



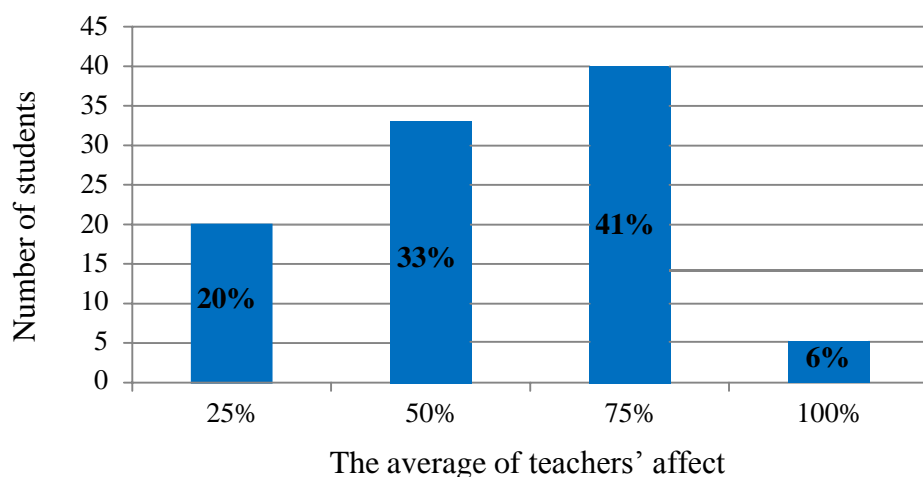
Question 5

In your opinion, how strong teachers affect their students' leadership?

- a- 25%, b- 50%, c- 75%, d- 100

Figure 8

The Influence of Teachers on Students' Leadership



Since teachers are responsible on their students' improvement in different skills, this question is asked to see what students think about the effect of teachers on students' leadership according to their experiences during their academic journey. As the graph demonstrates, the great number of the respondents (80 out of 100) think that students' leadership is affected with an average of 50% till 100% by teachers; while only 20 out 100 responds see that the effect of teachers is only 25%. As it can be argued, this result highlights the important role of teachers in developing their students' leadership.

2.1.2. Section 2 of the Questionnaire

Student Leadership Practices Inventory (Students LPI) by James M. Kouzes & Barry Z. Posner

Question

How frequently do you typically engage in this behavior?

- 1- Rarely or seldom, 2- once in a while, 3- sometimes, 4- often, 5- very frequently

2.1.2.1. Model the Way Practice

As mentioned before in the theoretical section of the dissertation, this practice focuses on the individual values, principles and beliefs of the leader as well as the alignment of the other members with the common values and standards. The following table depicts students' score of the six related behaviors to the practice. As shown, only one behavior out of 6 was less frequently engaged in; whereas the rest of behaviors were all mostly used by students. Hence, this interesting result may lead us to deduce that EFL senior students successfully display Model the Way practice.

Table 2*Students' Score of: Model the Way Practice*

| Behaviors | Rarely or Seldom | Once in a while | Sometimes | Often | Very Frequently |
|---|------------------|-----------------|-----------|-------|-----------------|
| 1. Set a personal example of what you expect from other people | 34 | 20 | 28 | 13 | 5 |
| 2. Make sure that people behave according to principles and standards | 13 | 10 | 29 | 29 | 19 |
| 3. Follow through on the promises you have made | 4 | 12 | 16 | 29 | 39 |
| 4. Seek to understand how your actions affect others' performance | 6 | 13 | 17 | 30 | 34 |
| 5. Make sure that people support the values you have agreed upon | 12 | 11 | 30 | 20 | 27 |
| 6. Talk about your values and the principles that guide your actions | 16 | 8 | 31 | 21 | 24 |
| Total Number | 85 | 74 | 151 | 142 | 148 |

Note. Total number of respondents = 100.

2.1.2.2. Inspire a Shared Vision Practice

Appealing back to literature review, this practice features the notion of using shared values between members; ending up with having a clear and common vision about the future pathway to be undertaken. As it might be clear through the coming table, most of the students' frequency of the engagement is elevated in all of the six behaviors. Therefore, they successfully display Inspire a Shared Vision practice.

Table 3*Students' Score of: Inspire a Shared Vision Practice*

| Behaviors | Rarely or Seldom | Once in a while | Sometimes | Often | Very Frequently |
|---|------------------|-----------------|-----------|-------|-----------------|
| 7. Look ahead and communicate about what can affect you in the future | 13 | 11 | 32 | 17 | 27 |
| 8. Describe to others what you all should be capable of accomplishing | 11 | 17 | 24 | 33 | 15 |
| 9. Talk about how future could be better | 7 | 8 | 24 | 31 | 30 |
| 10. Show others how their interests can be realized | 5 | 18 | 28 | 31 | 18 |
| 11. Being positive when talking about what you can accomplish | 4 | 10 | 17 | 31 | 38 |
| 12. Communicate about purpose and meaning of your work with others | 9 | 9 | 24 | 36 | 22 |
| Total Number | 49 | 73 | 149 | 179 | 150 |

Note. Total number of respondents = 100.

2.1.2.3. Challenge the Process Practice

This practice focuses on the idea of challenging the self as well as situations and taking risks to learn from the mistakes, change and be innovative. Similar with the previously discussed practices, this one contains six behaviors where the majority of students claimed that they do carry out these behaviors more frequently.

Table 4*Students' Score of: Challenge the Process Practice*

| Behaviors | Rarely or Seldom | Once in a while | Sometimes | Often | Very Frequently |
|--|------------------|-----------------|-----------|-------|-----------------|
| 13. Look for ways to develop and challenge your skills and abilities | 5 | 9 | 26 | 29 | 31 |
| 14. Help others try out new ideas | 8 | 11 | 32 | 29 | 20 |
| 15. Search for innovative ways to improve | 6 | 9 | 20 | 37 | 28 |
| 16. Ask "What can we learn?" | 8 | 15 | 31 | 21 | 25 |
| 17. Break down big projects into smaller and do-able parts | 12 | 21 | 25 | 20 | 22 |
| 18. Take initiative in experimenting | 10 | 15 | 31 | 22 | 22 |
| Total Number | 49 | 80 | 165 | 158 | 148 |

Note. Total number of respondents = 100.

2.1.2.4. Enable Others to Act Practice

As stated early, this practice is about fostering the sense of partnership and cooperation among others and empowering them to realize their goals and common goals for the sake of the common benefit. Interestingly, the result reveals that a large rate of students displays these behaviors very frequently. Henceforth, this makes the practice of Enable Others to Act the higher ranked practice that senior students carry out.

Table 5*Students' Score of: Enable Others to Act Practice*

| Behaviors | Rarely or Seldom | Once in a while | Sometimes | Often | Very Frequently |
|---|------------------|-----------------|-----------|-------|-----------------|
| 19. Foster cooperative relationships among people | 11 | 19 | 33 | 24 | 13 |
| 20. Actively listen to diverse viewpoints | 5 | 12 | 26 | 29 | 28 |
| 21. Treat others with respect | 2 | 5 | 15 | 21 | 57 |
| 22. Support decisions other people make | 5 | 16 | 24 | 25 | 30 |
| 23. Give people freedom and choice about how to do the work | 3 | 11 | 21 | 28 | 37 |
| 24. Provide opportunities for others to take on leadership responsibilities | 7 | 17 | 24 | 25 | 27 |
| Total Number | 33 | 80 | 143 | 152 | 192 |

Note. Total number of respondents = 100.

2.1.2.5. Encourage the Heart Practice

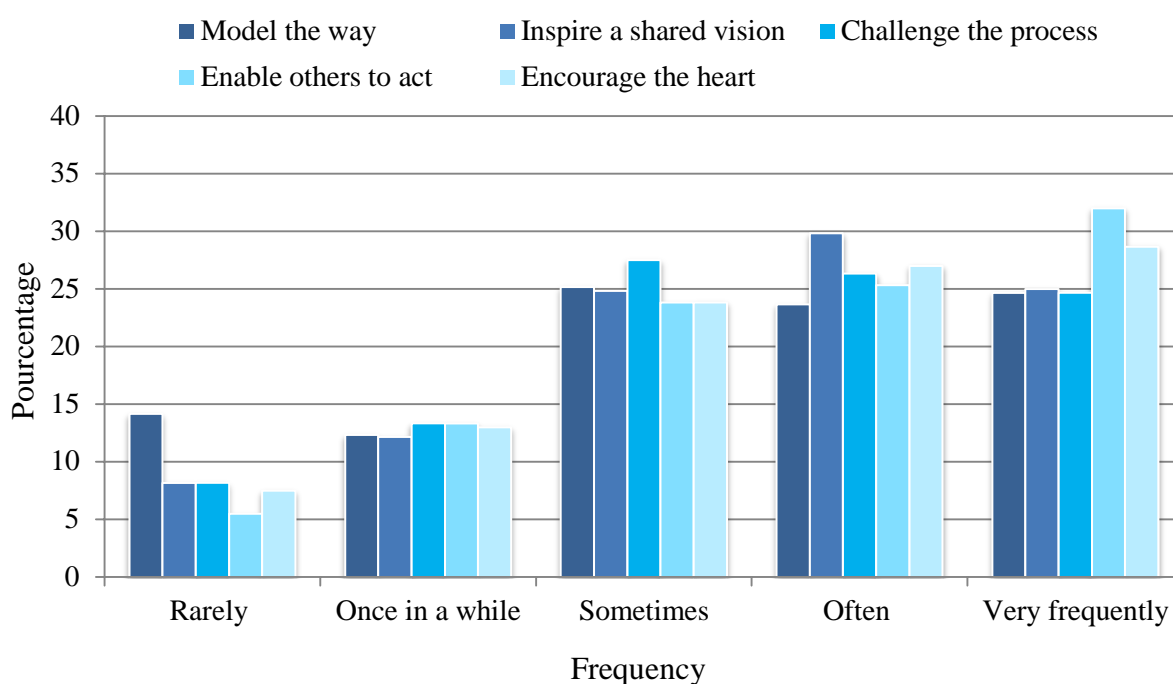
Table 6*Students' Score of: Encourage the Heart Practice*

| Behaviors | Rarely or Seldom | Once in a while | Sometimes | Often | Very Frequently |
|--|------------------|-----------------|-----------|-------|-----------------|
| 25. Praise people for a well done job | 5 | 20 | 26 | 25 | 24 |
| 26. Encourage others | 9 | 10 | 21 | 26 | 34 |
| 27. Express appreciation for people's contributions | 4 | 8 | 15 | 27 | 46 |
| 28. Make people who are committed to values publicly recognized | 8 | 13 | 32 | 29 | 18 |
| 29. Celebrate the accomplishments you have made with others | 9 | 16 | 19 | 27 | 29 |
| 30. Make sure that people are recognized for their contributions | 10 | 11 | 30 | 28 | 21 |
| Total Number | 45 | 78 | 143 | 162 | 172 |

The core of this practice is to recognize others contributions and claiming them in public so that they continue doing better. As well, it focuses on celebrating the accomplishments after people's contributions to reinforce team and community spirit. The table captures the results where it can be noticed that the large number of students engage in these behaviors very frequently. Thus, this practice, aligned with the Enable Others to Act practice, is the most carries out practices by EFL senior students.

Figure 9

Students' Total Score of: The Leadership Practice Inventory (LPI)



The figure above visualizes students' total score of Kouzes & Posner LPI. As it is apparent, EFL senior students of Ibn Khaldoun University- Tiaret demonstrate quite pleasant results; since the majority of them successfully displayed the five practices of the exemplary leader. Subsequently, it can be deduced that this majority can successfully assume future leadership roles. It is worthy to remind, after the agreement of scholars; that the used assessment instrument is totally valid and gives credible results. Thus, this end of EFL students' academic journey paves the way to a fruitful beginning for their professional career.

2.2. Interview Analysis and Discussion

This section reports on the data derived from the interviews conducted with 6 teachers in Ibn Khaldoun University, which is a combination of both novice and experienced teachers. Views on some aspects of CPD, as well as its relation with leadership were explored through the questions of this interview.

2.2.1. Teachers' perceptions about CPD

Teachers were asked about their understanding of the concept of continuing professional development. All of them agreed that CPD is an ongoing process that teachers do so that they develop their level of teaching. It requires the will and motivation of the teacher who is eager to bring the most updated and effected ways of teaching to his students in order to meet their educational needs. And even for developing teachers' skills and expertise. Also, they related CPD to training activities and programs, and mentioned that it can be done autonomously, either through reading and conducting researches, or online. While the first teacher mainly supported the use of portfolio as an autonomous way for continuing professional development. The first remark depicted from the interview analysis is that teachers have the same overall conception about CPD. Thus, they adopted the most dominant view of CPD which is bottom up highlighting the teacher's role as an autonomous and collaborative agent, through relating CPD to attending training activities and programs, as well as reading books and scientific documents at the same time. So, a combination between formal and informal CPD activities was mentioned.

2.2.2. The importance of CPD for teachers

According to all interviewed instructors, CPD is crucial for all teachers, whether they are at the beginning, in the midway or even at the end of their professional career. Because it provides old hands and neophytes with practice-based theoretical affordances for keeping up with the newest teaching, learning and assessment approaches and methods, as well as the foundations for developing their skills and pedagogical practices. Teachers 2 and 4 agreed that for the sake of cooperation and exchanging experience, all categories of the teaching community should be blended in the same CPD programs. While Teachers 1, 5, and 6 indicated that novice teachers will progressively obtain the skills needed to perform their professional duties through basic CPD programs, which is something experienced teachers do not need. On the other hand, Teacher 3 adopted the two views together adding that: "Experienced teachers also need CPD programs to keep up

motivated, acquire innovative strategies and therefore rethink and review their teaching methods. Otherwise, they would become disliked and burnt out”.

All of teachers have argued in favor of CPD and supported its importance, and a total absence of any disagreement on the effectiveness of CPD activities and programs was remarked. The same as mentioned in the literature review according to Day (1999), teachers highlighted the significant contribution of CPD in improving the quality of education through the acquisition, as well as, the development of knowledge and skills, and reviewing, renewing and extending their commitment as change agents. This highlights the great awareness of teachers concerning the necessity of the engagement in CPD activities as a part of their proficiency and growth.

2.2.3. CPD activities

Teachers were asked about the kind of CPD activities and programs they generally participate in. Teachers 5 and 6 attending of CPD activities was limited to few conferences , but they developed their professional carrier autonomously through reading and doing research and even via educational websites . Whereas Teacher 3 took part in an online program at the early beginning of his professional carrier as a university teacher. On the other hand, Teacher 4 concern was mainly programs and activities that help the teacher incorporate technology in the teaching process, which is the thing that Teacher 1 encouraged as an experienced teacher due to the pandemic that has obliged lot of teachers to do online teaching and assessing. Whereas Teacher 2 was the only one from who attended workshops as well as symposiums, and was trained abroad. It is clear that even though participation in CPD activities and programs is supported by teachers, however, it is practiced in a very limited extent when it comes to formal programs. Thus, informal activities which demonstrate autonomous CPD were dominant in this case.

2.2.4. The effect of CPD on teachers' leadership

Moving to a different point, teachers were asked about the effect of CPD programs and activities on their leadership. Most of them claimed that their leadership skills were approved through CPD activities, in that it opens new ways in front of them, as well as providing them with the needed experience, proficiency, and skills of a real leader who acts collaboratively with his colleagues, and can be a good model for his students. However, Teacher 6 has a different view arguing that CPD have no relation with his leadership skills. Teachers' responses were compatible with what is mentioned in the

literature review, regarding the major role that CPD practices play in raising teachers' leadership through the collaborative framework that it provides for them.

2.2.5. The importance of being a leader

Teachers 1, 4, and 6 shared the idea that it is important for the teacher to be a leader in the classroom because, according to teacher 4, "if you do not lead they will lead you, if you do not take control they will control you". On the other hand, Teacher 2 related leadership with responsibility when he said that being a leader may be important only for teachers who have ambitions to be future responsables. Whereas, Teacher 3 strongly believes in the importance of collaborative leadership, where all participants are given voice to discuss, negotiate and suggest other opinions concerning content, methodology and even assessment. While Teacher 5 related the importance of teachers' leadership to the idea that the teacher should be the good model for his students, and the person who they want to imitate in terms of either attitudes, or proficiency and experience. It can be seen that teachers are aware, in a way or another, of the significant importance of being a leader, which is something defended by researchers who argued that teachers' leadership is among the major aspects that increase teachers' quality.

2.2.6. The effects of teachers' CPD on learners

Teachers were asked about how does CPD benefited their learners, and in what sense. The aim of this question is to check the efficiency of CPD activities that they participate in, as well as its indirect impact on learners themselves not only teachers. Teacher 1 argued that there is a positive relationship between teachers' professional development, and the impact on their students; "whenever the teacher do things professionally, he is going to impact them systematically". This is the same view of Teacher 2 who confirmed that the more teachers are trained the more benefits students get from them. On the other hand, Teacher 3 has a deep view about the effect of CPD on his learners. As a result of his engagement in CPD activities, he acquired the needed flexibility and tolerance in sharing leadership with his learners, which helped him a great deal to build rapport with them, raising their self-confidence, self-esteem, self-worthiness and self-efficacy to get the best out of them. Leadership that he reinforced through CPD is, according to him, a dialogue amongst all participants. Teacher 4 related the effect of CPD mainly to accessibility in using technology in the teaching process easily with her students, since she mainly participated in this type of activities. This is asserted by Teacher 6 who claimed that students can be updated and acquainted with the latest studies and

newest methods of learning. Whereas, Teacher 5 consider his continuing training as a learning which will help him understand his learners and find the relevant solutions each time for classroom problems.

There was an agreement among teachers on the fact that their participation in CPD activities affected their learners positively. However, each one has a different view about the real impact of CPD on his own students relating to their different experiences. Their responses were worthy enough to add more data to what is found in the literature review. Since the impact of CPD was not seen only in terms of improving students achievements and self-confidence , as well as being up to date , but also in terms of the strong rapport that is built between the teacher and students themselves , by understanding them better and being aware of the relevant solutions of classroom problems.

2.2.7. *Students' leadership*

Teachers at this level were asked about a different point, which is their understanding for the concept of Students' Leadership, as well as the characteristics of a good student leader according to their opinions. There was an agreement about the definition of students' leadership among them. Since the majority of interviewees stated that, students' leadership stands for being self-directed, taking agency to collaboratively monitor and assess their own learning to the extent of negotiating course content and even methodology. Doing so, they can empathetically feel the needs and pain of their classmates. Thus, while mentioning students' leader characteristics, they focused on the same features of; Empathetic, collaboration with other students and facilitating things for them, as well as negotiation. However, they differ in some other features. For Teacher 3 patience, creativity, critical thinking, and problem solving are considered as focal points in forming the personality of a student leader. While for Teacher 4, autonomy and intrinsic motivation are the main signs of leadership. Additionally, self-confidence and voluntary are considered as essential characteristics that should be observed in the good leader. Nevertheless, Teacher 6 was the only interviewee who has no idea about students' leadership.

Teachers have mentioned approximately the majority of the main characteristics of a good student leader. However, they stressed only what is related to the classroom, neglecting other qualities which can be seen out of the classroom through the participation in extracurricular activities.

2.2.8. *The effect of teachers' CPD on students' leadership*

As an end of the interview, the last question for teachers aimed to reveal the relation between teachers' CPD and students' leadership. Teacher 1 based this relation on the fact that the more a teacher advanced his professional carrier the more he is developing, not only performance in the classroom, but also the vision to his students, and "he will see what is behind the wall" .Since it is all about teachers' awareness of his learners and his conception of the characteristics of leader. Teachers 2, 3, 4, and 5 believe that Implementing and practicing the leadership principles and skills learned at CPD with their students in the classroom will automatically show them realistic examples, which will be instilled unintentionally and proved via their own leadership acts.

Unexpected answers of teachers were remarked, which are totally different from what is found in the reviewed literature. Since the later focused on the impact of CPD on pushing the teaching-learning process to be student-oriented, this is crucial for the realization of students' leadership. However, teachers did not mention this point, and focused only on the apparent effect of CPD on making teachers acquire the needed skills in order to be the model that learners want to follow. This reflects a limited vision about the real effect and contribution of CPD on students' leadership among teachers, which needs giving it much more importance in order to increase students' leadership effectively.

2.3. Observation Analysis and Discussion

Based on the former claims that were mentioned in the previous chapters, the class disguised observation was mainly undertaken to inquire about students and teachers display of leadership. Noteworthy, it was managed to test scholars' claims about the role of teacher and class activities in enhancing students' leadership. This process lasted four weeks in which a careful noticing was focused towards teachers' and students' performance.

During the first fifteen (15) days of the observation, only one group of students was observed in terms of: intrinsic motivation, active participation, problem solving, giving feedback and accepting feedback, assuming responsibility over learning, decision making, self-confidence, and communication. As it can be noticed, these are the leadership qualities agreed by scholars to be the most essential ones. Even though students had good communication, self-confidence, and accepted teachers' feedbacks; the remaining qualities were not demonstrated. In this regard, their interest and participation were restricted to

some modules rather than others. Since students were supposed to submit a research work at the end of the academic year; this interest was focused on methodology modules.

On the other side, teachers were observed in terms of displaying teacher's leadership qualities, giving students leadership opportunities through specific activities, and motivating students to take outdoor leadership opportunities. Unfortunately, not all of the teachers showed effective leadership skills, as some teachers appealed to lecturing style and their classes were mostly teacher-centered. However, other teachers did demonstrate all of the noticed qualities and used leadership developing activities ending with consequent students' leadership occurrence. For the last factor, that is encouraging students to take outdoor leadership opportunities, all of the teachers did not motivate their students to engage in such extracurricular activities.

Coming to the most interesting, two groups of students were merged to be one group during the last fifteen (15) days of observation. In fact, the majority of the second group students who were added to the observed group were teachers. That is to say, they already experienced being leaders for a good period of time. Therefore, most of them displayed leadership skills. What was not seen coming is that they motivated students of the first group and a sense of enthusiasms towards learning was created. As a result, more leadership was demonstrated from the part of students as well as teachers.

The process of observation lasted four weeks, during which senior students and teachers were critically observed in terms of leadership. In the first two weeks, less leadership was displayed from the part of both teachers and students, less leadership opportunities were given to students, and no encouragement towards extracurricular activities was done by teachers. Despite the fact that these negative factors did not changed during the last two weeks, more leadership was demonstrated. This is due to the other students who held effective leadership skills. Therefore, we can argue that merging effective student leaders with others who has less leadership contributes in leadership development.

It can be deduced that this scene serves the adaptive leadership theory. As mentioned early in the first chapter, adaptive leadership takes place when leaders manage to adapt followers with different circumstances and challenges (Northouse 2018). Nevertheless, effective student leaders did not adapt the other students intentionally; instead, they served as a model for their classmates which motivated them to adapt. As well, students' willingness served as an important factor for this adaptation. Furthermore, these results reinforces the claims of Parlar et.al (2017), Al-Jammal (2015) concerning the

role of in-class activities in developing students leadership and asserts questionnaire results concerning this point.

4. Limitations

As any other academic work, this study has some limitations:

Since the target population was second year master students and teachers, we had only the first semester to conduct the empirical work; which made it challenging to review literature, have enough knowledge base about the topic, design the tools and do the practical work in this period of time.

When distributing the questionnaire, one hundred (100) students were handed the copies; however, more than the half did not give back their copies which necessitated for us to reprint and redistribute the questionnaire for several times.

Since the questionnaire was handed at the end of the first semester and there still was a missing number of responses to reach the sample size; we managed to design an online version and send it to students. Nevertheless, we received only ten (10) responses.

These barriers concerning reaching the sample size of questionnaire responses delayed the process of data analysis

For the interview, many teachers were asked to be interviewed but most of them claim their lack of time which made it difficult to reach them.

In order to reach a representative number of teachers for the interview, some teachers were sent the interview questions via email; nevertheless, most of them did not applied.

Since our topic was genuinely original, we found some limitations to find relevant literature as there was no literature that relates teachers' CPD with students' leadership. Rather, the existent body of knowledge studied each concept independently.

5. Recommendations

This study has shed the light on the importance of both teachers' CPD and students' leadership. Based on the previous findings, the following recommendations are suggested:

1. Since a great number of students have a lack of understanding for leadership concept, it is suggested for teachers to work more on their students' understanding of leadership during their classes.
2. Since the majority of students were not interested in club involvement, it is recommended for the administration staff to make some reforms concerning clubs' programs and activities so that it will serve students' interest.

3. It is suggested to devote some clubs' activities for leadership development.
4. Teachers are recommended to offer more leadership opportunities for their students during classes.
5. It is recommended to use students' LPI with each level of students during their academic pathway to assess and work on their leadership development.
6. It is suggested to organize students groups on the basis of their LPI score.
7. Each class should contain effective leaders that are chosen basing on their high score of LPI.
8. Teachers are recommended to use more group work and collaborative activities through which they ask class leaders to lead their classmates.
9. Students should be given more opportunities to practice their leadership.
11. It is recommended to organize some leadership training programs for both students and teachers.
12. It is highly recommended to reinsert the teaching practical training for senior students for those who are willing to be future teachers.
13. Teachers are recommended to talk more about the importance of extracurricular activities for their students and encourage their involvement in such activities.
14. Since merging student teachers with other students had great benefits on both students and teachers in terms of leadership and performance; it is highly recommended to merge them starting from the first year master level and not specify a group for each.
15. More CPD activities and programs should be organized at the level of university.
16. CPD programs should be varied to cover all teachers' interests.
18. It is recommended to devote a part of the organized CPD activities for developing teachers' leadership so that they can serve as model leaders for their students.
19. Some CPD programs should be devoted for understanding students' leadership and how to develop it.
20. Teachers are recommended to pay more attention to CPD programs and activities related to our university and context and they should not rely heavily on the online ones because it might be irrelevant for students' needs and university requirements.
21. A careful analysis for teachers' needs, students' needs and teaching problems should be done so that the CPD programs are organized accordingly.
22. It is suggested to give more importance for the up to date and new teaching strategies when designing the CPD programs.

23. For future research, it highly recommended to give more attention to the link between teachers' CPD and students' leadership; since the existent researches studied each one separately.

24. Since this research took university senior students as sample, future researchers are recommended to test its empiricist on secondary school pupils or junior university students to test their leadership readiness before starting their academic life.

Conclusion

This chapter reflected the empirical phase of our research work basing on the previous frameworks of the first two chapters. In initial, research methodology was discussed and choices of tools and sample were justified. Moving forward, the collected data was analyzed and critically discussed. Noteworthy, many interesting results were found and led to draw significant inferences. Hopefully, these results open the door to more actions from the part of teachers and the academic organization staff to increase the awareness and understanding of both leadership and CPD because, as it was revealed through this study, both of them are essential for the improvement of the academic teaching-learning process.

General Conclusion

The overall purpose of this research work was to investigate the impact of teachers' Continuous Professional Development On students' acquisition and development of leadership. Based on a mixed method analysis for the findings, it can be concluded that teachers' CPD does have an impact on students' leadership. As the findings suggest, teachers can benefit from CPD programs and activities to enrich their knowledge about the essence of leadership as well as its important qualities. Henceforth, they can raise their students' awareness and understanding of leadership; integrate some leadership development activities, use the learned strategies through CPD to develop their students' leadership; as they can display effective leadership skills and assume a role of model leader for their students.

This academic work mirrors the followed procedures to reach the research aim, justifies the choices made during the process of investigation, depicts the obtained results and provides critical interpretations, drawn inferences, conclusions and suggestions to be implied. Accordingly, the process of investigation included two main phases: primary and secondary data collection phases. On the one hand, secondary data was collected through reviewing the related literature to leadership and CPD theories as well as studies. On the other hand, primary data was collected through the use of methodological triangulation consisted of students' questionnaires, teachers' interview, and class disguised observation.

After the empiricist of this research, a number of significant findings were deduced. First, most of students did conceptualize leadership correctly. This falsifies the first hypothesis which suggests that most of EFL students are not aware of leadership meaning. Nevertheless, the rate of students who failed understanding leadership was quite convergent. Which assert that a lack of understanding exists and needs to be addressed by teachers. Besides, most of teachers successfully understood both of leadership and CPD which supports the suggestion of the second hypothesis. Moreover, the findings revealed that communication networking and decision making are quite important leadership qualities. Despite the fact that this serves as a proponent for the hypothesis, these qualities were not solitary; instead, the research revealed a bulk of other essential qualities. Coming to leadership development, it was concluded that teachers can appeal to many strategies and techniques to develop their students' leadership.

Noteworthy, teachers' CPD can serve as an umbrella for all of these.

In relation to CPD, unexpected and interesting findings were deduced. Teachers can engage in CPD programs and activities that enhance their awareness and increase their understanding of the leadership essence and leadership development. As a result, they can spread this knowledge among their students to be aware of its importance. Another sequel for such activities is to use this knowledge as a foundation to analyze their students' performance and address their leadership lacks. Furthermore, results suggested that teachers can engage in CPD activities that foster their leadership skills; eventually, they can serve as model leaders for their students. However, the third hypothesis was confirmed through revealing that teachers' use of new teaching methods and techniques learned through CPD programs, in which the learner is more autonomous, is an effective way to enhance learners' leadership.

Moreover, through the use of Kouzes and Posner leadership measurement tool (SLPI), it was surprisingly found that the majority of EFL senior students of Ibn Khaldoun University displayed the five practices of an exemplary leader. Therefore, it was concluded, after an accurate assessment, that EFL students of Ibn Khaldoun University demonstrated an effective readiness to start their professional leadership paths.

During the whole process of inquiry, many challenges and obstacles were faced. Chief among them is the difficulty of reaching the sample size for both of teachers and students; in addition to the lack of literature that relates teachers' CPD and students' leadership. Nevertheless, such barriers did prevent us from reaching our research aim. Subsequently, the findings of our research added valuable pieces of information to the body of knowledge, and implied the call for significant recommendations.

As a whole we suggest for future researchers to relate teachers' CPD with students' leadership, as many valuable conclusions can be found likewise the case for our study. In addition, they may add precious knowledge to the existing theoretical foundations, since there are still many factors that can be addressed in this regard.

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Appendices

Appendix A

Students Leadership Questionnaire

Dear students,

You are chosen to be part of an investigation that aims to discover the impact of teachers' Continuous Professional Development on students' leadership. Please take time answering this questionnaire that is to inquire your opinions and measure your leadership as senior students.

Section1:

1. In your opinion, leadership is:

- a- The skill of motivating and managing others to reach specific goals
- b- The ability of being self-motivated and self-managed to reach positive change

2. According to you, what are the leadership qualities that a second year master student should have? (choose 3 qualities)

- a- Good communication
- b- Self-confidence
- c- Problem-solving
- d- Honesty
- e- Goal-setting
- f- Decision-making

3. During your academic journey, what was the main reason behind the development of your leadership?

- a- In-class activities
- b- Extracurricular activities
- c- Teachers

4. What kind of extracurricular activities you generally engaged in during your academic journey?

- a- Online activities
- b- Face to face activities
- c- Club activities
- d- You did not involve

5. In your opinion, how strong teachers affect their students' leadership?

- a- 25%
- b- 50%
- c- 75%
- d- 100%

Section2: The Student Leadership Practices Inventory (Student LPI) by James M. Kouzes & Barry Z. Posner

You are kindly requested to fill the table according to the following question:

➤ How frequently do you engage in this behavior?

1- Rarely or Seldom 2- Once in a While 3- Sometimes 4- Often 5- Very Frequently

| Behaviors | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| 1. Set a personal example of what you expect from other people | | | | | |
| 2. Make sure that people behave according to principles and standards | | | | | |
| 3. Follow through on the promises you have made | | | | | |
| 4. Seek to understand how your actions affect others' performance | | | | | |
| 5. Make sure that people support the values you have agreed upon | | | | | |
| 6. Talk about your values and the principles that guide your actions | | | | | |
| 7. Look ahead and communicate about what can affect you in the future | | | | | |
| 8. Describe to others what you all should be capable of accomplishing | | | | | |
| 9. Talk about how future could be better | | | | | |
| 10. Show others how their interests can be realized | | | | | |
| 11. Being positive when talking about what you can accomplish | | | | | |
| 12. Communicate about purpose and meaning of your work with others | | | | | |
| 13. Look for ways to develop and challenge your skills and abilities | | | | | |
| 14. Help others try out new ideas | | | | | |
| 15. Search for innovative ways to improve | | | | | |
| 16. Ask "What can we learn?" | | | | | |
| 17. Break down big projects into smaller and do-able parts | | | | | |
| 18. Take initiative in experimenting | | | | | |
| 19. Foster cooperative relationships among people | | | | | |
| 20. Actively listen to diverse viewpoints | | | | | |
| 21. Treat others with respect | | | | | |
| 22. Support decisions other people make | | | | | |
| 23. Give people freedom and choice about how to do the work | | | | | |
| 24. Provide opportunities for others to take on leadership responsibilities | | | | | |
| 25. Praise people for a well done job | | | | | |
| 26. Encourage others | | | | | |
| 27. Express appreciation for people's contributions | | | | | |
| 28. Make people who are committed to values publicly recognized | | | | | |
| 29. Celebrate the accomplishments you have made with others | | | | | |
| 30. Make sure that people are recognized for their contributions | | | | | |

Thank you for your cooperation.

Appendix B

Teachers' interview

CPD: Continuous Professional Development. In specific, this research is concerned with teachers' CPD in university context.

1. **Teachers' perceptions about CPD:** what is your understanding about teacher's CPD? Do you think that teacher's CPD is always related to training programs and courses or it can be autonomous?
2. **The importance of CPD for teachers:** do you think that CPD is necessary for teachers? Why? Is CPD important for only novice teachers or even experienced teachers? Why? And what is the difference between the CPD programs that are meant for novice teachers and the programs that are meant for experienced teachers?
3. **CPD activities:** In what kind of CPD activities and programs do you generally participate in? And how frequently?
4. **The effect of CPD on teachers' leadership:** Do you think that CPD improves your leadership skills as a teacher? How?
5. Is it important for the teacher to be a leader? Why? How?
6. **The effects of teachers' CPD on learners:** how does your CPD benefit your learners? (in what sense)
7. **Students' leadership:** what is your understanding about students' leadership?
8. **Qualities of a student leader:** in your opinion what are the qualities of a good student leader?
9. **The effect of teachers' CPD on students' leadership:** how can your engagement in professional development activities help you in improving your students' leadership?

Thank you for your cooperation.

Appendix C
The Observation Checklist

| Statements | Weeks | | | | Notes |
|--|-------|----|----|----|-------|
| | 01 | 02 | 03 | 04 | |
| Teacher's Leadership | | | | | |
| The teacher sets clear goals and leads students to achieve them. (coaching) | | | | | |
| The teacher enables, involves, motivates and empowers students. | | | | | |
| The teacher increases learner- learner interaction through group work and debate activities. | | | | | |
| The teacher uses problem-solving and critical thinking activities. | | | | | |
| The teacher uses role play activities. | | | | | |
| The teacher provides constructive feedback. | | | | | |
| The teacher manages time effectively. | | | | | |
| The teacher encourages students to engage online extra-curricular activities. | | | | | |
| The teacher encourages students to engage face to face extra-curricular activities. | | | | | |
| Students' Leadership | | | | | |
| Students are self-motivated. | | | | | |
| Students actively participate in the teaching-learning process. | | | | | |
| Students are able to reach appropriate solutions and analyze problems reasonably. | | | | | |
| Students give feedback to each other and welcome both peers and teacher's feedback. | | | | | |
| Students assume responsibility over their learning as well as their peers' learning. | | | | | |
| Students collaborate to make appropriate decisions. | | | | | |
| Students express their opinions confidently. | | | | | |
| Students have effective communication skills (effective listening + effective speaking). | | | | | |

Abstract

The conducted research aims to investigate the effectiveness of teachers' Continuous Professional Development (CPD) on students' leadership acquisition and development. To ensure accuracy, the methodological triangulation was opted. Thus, we addressed one hundred questionnaires to second year master EFL students of Ibn Khaldoun University (Tiaret), semi structured interviews were conducted with six teachers, and class disguised observation was undertaken. As the findings suggest, CPD activities can help teachers developing their students' leadership in different ways. Surprisingly, it was found that the majority of EFL senior students have effective leadership skills by demonstrating the five practices of exemplary leaders.

Keywords: continuous professional development; students' leadership; leadership development; the five practices of exemplary leaders; senior students

Résumé

La recherche menée vise à étudier l'efficacité du développement professionnel continu des enseignants sur l'acquisition et le développement du leadership des étudiants. Pour garantir l'exactitude des résultats, nous avons opté pour la triangulation méthodologique. Donc, nous avons adressé cent questionnaires aux étudiants de deuxième année master ; section Anglais de l'Université Ibn Khaldoun (Tiaret). Des entretiens demi-structurés ont été menés avec six enseignants, et une observation déguisée a été prise en compte. Comme le suggèrent les résultats: les activités du développement professionnel peuvent aider les enseignants à développer le leadership de leurs étudiants selon différentes manières. Étonnamment, il a été constaté que la majorité des étudiants du niveau terminale ont des compétences de leadership efficaces par leur acquisition des cinq pratiques des leaders exemplaires.

Mots clés : développement professionnel continu ; leadership des étudiants ; le développement du leadership ; niveau terminale

ملخص

يهدف هذا البحث إلى التحقيق في فعالية التكوين المهني المستمر للأساتذة في تطوير مهارات الطلاب القيادية. من أجل ضمان دقة النتائج، تم اللجوء إلى التثليث المنهجي. في هذا الصدد، تم توزيع مائة استبيان لطلاب السنة الثانية ماستر، تخصص لغة إنجليزية بجامعة ابن خلدون (تيارت). و تم إجراء مقابلات شبه منظمة مع ستة أساتذة في حين أخذت ملاحظة صفيّة بعين الاعتبار. أشارت النتائج إلى نجاعة التكوين المهني المستمر للأساتذة في تطوير مهارات الطلاب القيادية عن طريق أساليب مختلفة. إضافة إلى ذلك، وبشكل مثير للدهشة، تم استنتاج أن غالبية طلبة اللغة الإنجليزية المقبلين على التخرج يملكون مهارات قيادية فعالة.

الكلمات المفتاحية: التكوين المهني المستمر؛ مهارات الطلاب القيادية؛ تطوير المهارات القيادية؛ الطلبة

المقبلين على التخرج