

DIGITALES ARCHIV

ZBW – Leibniz-Informationszentrum Wirtschaft
ZBW – Leibniz Information Centre for Economics

Shinde, Nishigandha; Bamber, Christopher

Article

The role of leadership in promoting student centred teaching and facilitating learner's responsible behaviour

Provided in Cooperation with:

National University of Political Studies and Public Administration, Bucharest

Reference: Shinde, Nishigandha/Bamber, Christopher (2023). The role of leadership in promoting student centred teaching and facilitating learner's responsible behaviour. In: Management dynamics in the knowledge economy 11 (3), S. 208 - 231.
<https://www.managementdynamics.ro/index.php/journal/article/download/541/474/2483>.
doi:10.2478/mdke-2023-0014.

This Version is available at:

<http://hdl.handle.net/11159/631077>

Kontakt/Contact

ZBW – Leibniz-Informationszentrum Wirtschaft/Leibniz Information Centre for Economics
Düsternbrooker Weg 120
24105 Kiel (Germany)
E-Mail: [rights\[at\]zbw.eu](mailto:rights[at]zbw.eu)
<https://www.zbw.eu/econis-archiv/>

Standard-Nutzungsbedingungen:

Dieses Dokument darf zu eigenen wissenschaftlichen Zwecken und zum Privatgebrauch gespeichert und kopiert werden. Sie dürfen dieses Dokument nicht für öffentliche oder kommerzielle Zwecke vervielfältigen, öffentlich ausstellen, aufführen, vertreiben oder anderweitig nutzen. Sofern für das Dokument eine Open-Content-Lizenz verwendet wurde, so gelten abweichend von diesen Nutzungsbedingungen die in der Lizenz gewährten Nutzungsrechte.

<https://zbw.eu/econis-archiv/termsfuse>


Terms of use:

This document may be saved and copied for your personal and scholarly purposes. You are not to copy it for public or commercial purposes, to exhibit the document in public, to perform, distribute or otherwise use the document in public. If the document is made available under a Creative Commons Licence you may exercise further usage rights as specified in the licence.

The Role of Leadership in Promoting Student Centred Teaching and Facilitating Learner's Responsible Behaviour

Nishigandha SHINDE¹, Christopher BAMBER²

¹ University of Bolton, A676 Dean Road, Bolton BL3 5AB, UK;  ncs1res@bolton.ac.uk

² Organisational Learning Centre (OLC), 66 Castle St., Heugh, Bolton BL2 1AE, UK;  cbamber@olceurope.com

Received: June 23, 2023
Revised: September 7, 2023
Accepted: September 11, 2023
Published: September 24, 2023

Abstract: The purpose of this paper is to examine the role of the teacher in facilitating student-centred teaching. Central to that is to understand the association between teachers as a leader and learners as a leader. The paper demonstrates that within HE leadership and engagement in the classroom positively influences the behaviour of the learners. Positive classroom behavior leads to improving learner participation. The focus is on facilitating HE learners' responsible behavior for them to utilise their maximum potential. This research study has considered the experiences of students of Higher Education in a UK private institution only. Therefore, the findings and results may, or may not be, the same for students studying beyond HE, or for those studying in public sector Universities, or those studying outside of the UK. This paper makes two different contributions. Firstly, it contributes to the literature on the methods for improving learners' educational motivation in general. Secondly, it strengthens understanding of the combined responsibility of teacher leaders and students as leaders in providing educational motivation for students to take responsibility for their education and achieve better outcomes and promote continuous learning.

Keywords: student engagement; inclusive classroom; supportive classroom; classroom participation; student centred teaching.

Introduction

This paper focuses on Higher Education (HE) students with the aims of facilitating them to take responsibility of their education and become independent learners. This is done by investigating the role of teacher leaders and students as leaders in facilitating responsible behaviour in the classroom, and improving students' involvement, participation, and engagement in the classroom.

The role of leadership has been investigated from two different perspectives. The first perspective is the teacher as a leader and how it can positively influence the student's behaviour. Secondly, the role of a student as a leader and how they can cooperate with the teacher leader to utilise students' maximum potential, and for their continuous development. The main sources of these perspectives are Ainscow and Mission (2018), Alvarez-Bell et al. (2017), Am Eliana (2017), Cocco et al. (2019), Crookes et al. (2013), Cui et al. (2022); Elk hider (2016), Lee et al. (2020), Murphy et al. (2020), Murphy et al. (2021), Ozan and Yildirim (2022), Scherzinger, Sriharan et al. (2022), Tucker et al. (2022), Warr Pedersen et al. (2020), Wet Stein (2019).

There is no clear literature available on the student as a leader and its collaboration with teacher leaders in improving classroom behavior. There is limited research on understanding the process whereby the teacher leader and student leader are related to each other in achieving a common purpose (Nguyen et al., 2020). There are limited studies

How to cite

Shinde, N., & Bamber, C. (2023). The role of leadership in promoting student centred teaching and facilitating learner's responsible behaviour. *Management Dynamics in the Knowledge Economy*, 11(3), 208-231. DOI 10.2478/mdke-2023-0014
ISSN: 2392-8042 (online)

Journal Abbreviation: Manag. Dyn. Knowl. Econ.

www.managementdynamics.ro

<https://content.sciendo.com/view/journals/mdke/mdke-overview.xml>

showing the role of teacher leaders in empowering students to exercise self-leadership (Maykrantz & Houghton, 2020).

Maykrantz and Houghton (2020) explained the term self-leadership in their article as a process of self-influencing through which an individual leads themselves. Again, there are limited studies showing the role of teacher leaders in empowering students to exercise self-leadership. This paper also focuses on making students independent learners, the discussion focuses on student-centered teaching.

The informal qualitative approach was employed for collecting data through interviews and discussions with HEI colleagues, lecturers, and senior management staff of the college. Covert observation was also done as a part of the qualitative method where in-depth research was conducted with observing, watching the actions, behaviour, and communication patterns of students from diverse backgrounds, ages, sexes, races, and ethnicities. This observation was conducted over a period of 6 months with a total of 73 students from different level of education. The Secondary data was collected through peer-reviewed journal articles, and books that were retrieved by a computerized literature search from the online database Ebooks (Ebbok Central, EBSCO Ebooks, VLEBooks, Kortext and GoogleScholar) and a search of over 78,000 peer-reviewed journal titles using a UK University search engine. The structure of this paper includes chapters such as literature and theoretical underpinning, methodology, findings and discussion, conclusion and references.

Within this paper, the following research questions are formulated to be answered:

RQ1: Can teachers' motivation impact the motivation levels of students?

RQ2: Can student motivation impact the motivation levels of teacher?

RQ3: What is classroom management according to a teacher's and student's perspective?

RQ4: What is the role of teacher leader and the student as a leader in managing withdrawal behaviour?

RQ5: What is the role of teacher leader and student as a leader in managing disruptive behaviour?

Overall, the study discusses the collaboration between the teacher leader and a student as a leader and the role they play together in facilitating learners' responsible behaviour in the classroom. Further to this, the answers RQ 1 to RQ5 are given with the review of extensive literature, observation and case studies and interviews.

Literature and theoretical underpinning

Towards student centred teaching

Students experience different teaching approaches and techniques in the classroom for example, classroom lectures, group activities, and demonstrations in the form of experiments. The aim of using different teaching strategies is to keep the students motivated throughout the classroom session and that they show improvement in their learning and their academic performance (Dunlosky et al., 2013). Crookes et al. (2013), Khalil and Elkhider (2016), as well as Tanner (2013) debated on which teaching methods or strategies are better for higher education student's and that teacher may choose their own strategies on how they would like to deliver their sessions based on the content and learning outcomes.

Shreffler et al. (2019), and Murphy et al. (2020) stated that the teaching methods can change based on various factors such as classroom size and level, learning outcomes, characteristics of the students such as gender or age, the academic background of the students, and the content that is being taught. However, looking at the wide variety of teaching strategies. Alvarez-Bell et al. (2017) and Murphy et al. (2021) concluded that teachers should focus on the strategies that improves student's classroom engagement,

improves their learning and retention. Shreffler et al. (2019) discussed two distinct teaching methods one of which is teacher-centred method and other is student-centred method. In teacher-centred method teacher controls the learning experience and the activities within the classroom, they provide the required information, whereas students just passively receive the information, work alone and there are very few opportunities for the student to interact with the teacher and other students in the classroom.

As this paper focuses on making student's independent learner, the discussion will focus on student-centred teaching. As stated by Ameliana (2017), student-centred teaching are student oriented where there is open communication, collaboration and interaction between the teacher and students and there is more scope for classroom discussion. In this approach instead of controlling the classroom, teachers are involved in the learning process and student can work in groups or pairs and they have opportunities to interact with teacher and other students.

When discussing student-centred teaching approach, one of the best examples to consider is of Carl Ransom Rogers and Rogers (1969) who was one of the known influential psychologists and the founder of humanistic or client centred/ person centred approach. Carl Rogers claimed that majority of students find a large portion of material meaningless and thus the learning process involves only the mind. For students to get involved in their classroom sessions, they should see a personal meaning in the material provided to them, they should be able to relate to the material presented to them in the classroom.

Carl Rogers described his idea of an ideal classroom environment, and he believed that teachers should focus creating a warm, and supportive environment for their students where both teacher and student can work collaboratively in achieving their mutual goals. In his book "Freedom to learn" published in the year 1969, Carl's pointed the most preferred learning environment by students by stating, that students love to be in the classroom where they can work in collaboration with other students, peer teaching, they love to carry out their own inquiries and classroom talks which pushed them to think at multiple levels. In this situation, students see their teacher as a facilitator of learning. Although he believed in giving students the freedom to learn, he also suggested that teachers should provide their students with enough limits and requirements. They should provide students with enough challenge during their classroom sessions and there should be more structured activities than just theories. Although Carl's work was first published 53 years ago, his work is still relevant today.

The benefits of student engagement

Authors such as Henrie et al. (2015), Pike and Kuh (2003) (2005), Skinner and Belmont (1993) discussed the importance of student engagement in shaping the academic achievements in the higher education system and how the factors influencing student engagement indicates consistent performance for better learning outcomes.

According to Zhao and Kuh (2004), student engagement involves three factors such as behavioural, emotional and cognitive. Where behavioural factors include learner's efforts, persistence, focus, communication in the classroom, and asking questions to their tutors. Zhao and Kuh (2004), Skinner and Belmont (1993) Emotional factors include the learner's exchange of thoughts, feelings, opinion and the application of the learning across the campus. Henrie et al. (2015) Cognitive factors include the learner's psychological involvement in the classroom, understanding the concepts and ideas taught in the classroom, gaining more knowledge, and mastering the skills taught in the classroom.

One of the critical and unsettled questions in the education system is how to improve learners' academic performance. There are various factors that are responsible for learner's poor academic performance. According to Archambault et al. (2009), Guay et al. (2008), Spinath et al. (2006), one of the most important factors that contributes to learners' poor academic performance is lack of educational motivation.

Studies conducted by Peetsma et al. (2005), Van der Werf et al. (2008), Wigfield and Eccles (1994) show that many students showed a decline in their educational motivation after they transitioned to Higher Education. This is a matter of concern as this is the time when student develops their identities and start restructuring their cognitive responses to the education and therefore, it becomes crucial to identify those factors that can help in improving students' educational motivation and how to implement those factors for the continuous learning process.

Establishing the mechanisms of the inclusive classroom

As stated by Meyer and Turner (2006), Pintrich (2004), Taylor et al. (2014), and Yada et al. (2018), the qualities of an inclusive learning environment include supporting the learners, ensuring participation, and motivating the learners by recognising their accomplishments and addressing their inadequacies. Teachers are not educating topic to a group of students all of whom are the same, but to a bunch of participants with various experiences, strengths, and needs, which must be acknowledged and respected. Gajendran et al. (2022), as well as Schiefele and Schaffner (2015) discussed how individuals feel more a part of the community because to inclusive learning, which also improves learning possibilities and recognises different learning levels. Inclusive learning is essential in fostering a culture of respect because it gives students the chance to accept and value the many ways that people differ from one another and from one another's learning styles. This further promotes communication and friendship among students, which opens opportunities for growth and prevents stereotyping.

Lambert-Heggs (2011) and Mayne et al. (2018) stated that teachers should consider the diversity of the classroom while planning the program and realise that one size will not fit all. Recognising diversity of the classroom is the foundation of inclusivity. It is teachers' responsibility to plan how they want to meet the needs of diverse learners. These needs can be in terms diverse interest, or experiences so that learners get equal opportunity to learn and achieve.

Ainscow and Messiou (2018) and Hernández-Torrano et al. (2022) discussed various methods for analysing learners' level of understanding. Teachers should promote inclusion by facilitating communication in the classroom. This can be done by assigning group work or conducting classroom activities during the teaching sessions. This is a form of initial assessment for the learners. According to Ainscow et al. (2019), teachers should evaluate how their students interact in the classroom which will help them in indicating classroom prejudice and fix the issues. Teachers must be always approachable during the term, and students should feel comfortable in discussing problems within the classroom with their teachers without any hesitation.

Facilitating the supportive classroom

Avis et al. (2014) suggest that teachers' focus area should be on ways to support the learners in achieving their goals. The authors further stated that there are three most critical factors in successfully achieving learning. Firstly, having a friendly learning environment where learners are encouraged to perform better, secondly, having a good and positive relationship between teachers and the learners and lastly, teachers must believe in their student's potential.

Lebor (2017) mentions that teachers should remember that whatever support is given to the learner, the intention behind the support is to make the learner more responsible and autonomous. Support does not mean spoon-feeding. Teachers must support a student in making them independent and not dependent. This can be done by giving students the required skills, information, and ability of taking their own decisions. Shanley (2022) examined the negative impact of not providing right support to the learners. The learner

may lose motivation, get into wrong courses, or do not finish the course or struggle to understand how to progress ahead after they have achieved their qualification.

Beaudoin et al. (2004) discussed about the support that learner requires throughout their learning process, a few examples of support are, the right guidance, specific information regarding the chosen course, different skills required for learning and time-management. Learners also require timely feedback from their teachers, recommendations and suggestions on how else they can improve, and awareness of employment opportunities after the completion of the course. Learners also require support outside the classroom that is not related to their course or subject, however, this research paper's focus is in on the academic achievements of the learners and therefore, the focus and discussion will be related to academic engagement, participation, involvement and educational motivation of the learners.

Cheatham et al. (2017) argued that along with students, teachers also have their own needs from the classroom. A few such examples are, when teachers want their students to attend lectures regularly and come prepared for the lectures. They want their students to respect them and their authority at the same time, they want students to respect each other. They want their students to learn new concepts and apply them in their own lives. They want their student focused and interested in their education.

Methods that enhance classroom participation

Teachers should strive to be fair to all participants and promote conversation and interaction when providing a session. Teachers should include quiet and reserved students in the activities to help them feel safe and get over their shyness. Additionally, a teacher should maintain open lines of communication with everything and is indeed available, particularly for students who may need assistance with behavior, encouragement, or learning challenges or personal matters.

A teacher is meant to boost the organisation's policies, to uphold them, and to help implement. A teacher should lay down the groundwork for the lessons in the first session and provide several activities that are tailored to various learning styles during the planning stage. Teacher can advance inclusion with the help of images, captioned movies and introductory activities.

Leadership

Davis (2011) defined leadership as an individual who takes the organisation in some new direction, who can solve the problems, who is creative, initiates new programs, plays important role in building organisational structure and improving quality and through this process he or she is able to inspire and empower other individuals. On the other hand, Rost and Amarant (2005) noted that the traditional definitions of leadership were concerned within boundaries of leadership that discusses about certain traits such as personality characteristics, and whether leaders are born or made. Roast and Amarant (2005) further explained that the leadership scholars are more interested in the components of leadership that helps in understanding what a leader needs to do to influence others.

With reference to various available definitions of leadership, it is evident that leadership functions on two terms, the first is providing directions and secondly exercising influence (Merideth, 2006). With this form of interpretation of leadership, a teacher-leader can be recognised as someone who falls into a special category of teacher and is different from most of the teacher. Forster (1997) stresses that every teacher must be educational leader and they should work toward continuous development and improvement in teaching and learning experiences not just for themselves but also for their students.

Although there has been extensive research in the field of education and leadership, there are various definitions available on the term teacher leadership. For instance, scholars such as Sherrill (1999) defined teacher leadership as “teacher-leaders are, clinical educators, clinical faculty, lead teachers and clinical supervisors”, whereas Wenner and Campbell (2017) defined teacher leadership as “teacher leaders take the responsibilities not only in the classroom but also outside the classroom”. Further, these views received a broader approach and authors like Merideth (2006) or Forster (1997), defined teacher leadership as someone who leads within and beyond the classroom, they contribute to the community of teacher learners and teacher leaders, moreover they influence other teachers in improving their educational practices.

There is limited research on understanding the process whereby the teacher leader and student leader are related to each other in achieving a common purpose (Nguyen et al., 2020). In addition to the role of leadership in teachers, it is equally important that the students also lead themselves. Maykrantz and Houghton (2020), explained the term self-leadership in their article as a process of self-influencing through which an individual leads themselves. Again, there are limited studies showing the role of teacher leader in empowering students to exercise self-leadership.

In an article “Effective Stress Management” authors Houghton et al. (2012) discussed the term self-leadership. According to the authors, self-leadership inspires individuals in exercising influence over themselves. The self-leadership focuses on three different strategies. Firstly, the behavioural focused strategies, second is the reward strategy and third is constructive thought strategies. These strategies are designed for helping individuals in shaping their behaviour in such a way that they show more involvement, participation, and engagement in the classroom.

Defining responsible behaviour in the learning process

Teachers can teach effectively only when there is a good classroom behaviour. Teachers cannot teach and students cannot learn when the classroom environment is disruptive, violent, or when there is no participation from the students. In an article published by Dobmeier and Moran (2008), the term disruptive behaviour was discussed as an obstruction caused by the learners in an adult education setting. The learner has no intention to disrupt others learning, however the disruption is caused due to the lack of focus on the task at hand. The examples of such behaviour are being inattentive, acting out, and being aggressive, violent, or threatening others in the classroom. Other such examples are when learner gaze out the window, sleep during the lectures, have side conversation with peers, or even leave the classroom.

Carini et al. (2006) examined poor classroom behaviour from the teachers’ perspective by providing a few examples; where students distract other students and teacher in the classroom, students show no participation, low motivation among both students and teachers, reaching late for the lectures or leaving early, and using mobile phone or laptop inappropriately during the lectures. Ozen and Yildirim (2022) explained that students who have behavioral issues face difficulties in sitting still, asking, or answering questions, and focusing on the given tasks, during the classroom session.

Scherzinger and Wettstein (2019) examined poor classroom behavior from students’ perspective by providing a few examples; where students experience a biased grading system, favoritism, bad classroom management, and not having a clear behavior policy. The research conducted by Webster-Stratton (2000) shows that teachers are likely to disregard the students who show poor behaviour in the classroom; due to this negativity of the students, teachers find it difficult to appreciate and recognise any achievements made by these students. As a result, these students receive less instruction, or academic support and their behavioural problems can become a serious concern in the future.

Along with managing good classroom behaviour, it is equally important for teachers to use different assessment methods to improve the motivation of the learners so that they can have better control over their own learning. Using assessment methods and criteria as motivation is an important topic in education. The relationship between assessment and motivation has been increasingly examined after the publication of Black and William (1998) in their article *Assessment and Classroom Learning*. There are various claims made on whether to use formative or summative assessment by multiple authors such as Brookhart et al. (2009), Stiggins (2009), Woytek (2005) where they discussed how conducting formative assessment in the classroom can have a positive impact on students' motivation and learning process. Woytek (2005), examined the link between using formative assessment, and an increase in student's achievements.

Authors like Miller et al. (2011) in their research systematically reviewed the impact of summative assessment on the motivation levels of the learners. According to these authors, the summative assessment or the traditional testing methods act as the external motivation for the students, and it may impact the students' desire, willingness, or the capacity to learn in the long term. Some students are motivated just by the grading system; however, some students enjoy the process of learning where the learning takes place for lifelong. According to Salend (2013), teachers can influence the student's motivation level through instruction, feedback and assessment. Choosing a right motivational strategy can be a complex process as some motivating strategies can have a negative impact on students, particularly on low-achieving students.

While discussing the importance of intrinsic motivation for the students, Ryan and Deci (2000) stated that formative assessment works as intrinsic motivation for the students as this method of assessment makes the learning process more engaging, interesting and enjoyable. Whereas Summative assessment works as extrinsic motivation for the students where the students are motivated to perform to achieve better grades. Furthermore, McMillan (2001) stated that for any assessment to be considered ethical and fair, students must be aware of the assessment method before they begin their lesson. They should be made aware of the grading system, assignment criteria, and what is expected of them after the end of the lesson or the module. By giving this information, teachers can prepare their students for the assessments by giving them enough time to practice so that they get used to the format of the assessment.

In a learning process, confidence building also plays an important role in students' achievement and continuous learning. Astin (1984) stated that confident students are more involved in classroom discussions, they speak more, and ask for help whenever needed. According to Astin (1994), confident students can pick up material faster than the other learners.

Confidence is often described as a positive attitude towards oneself and the ability to trust your own judgments and skills. According to Mattern and Shaw (2010), self-confidence is closely linked with one's achievements. A confident student often takes risks, faces all challenges with a positive mindset and overcomes obstacles. Pintrich (2004) stated that there are various factors that contribute to building confidence such as experiences, knowledge, positive surroundings, having right guidance and getting opportunities to prove one's abilities. Students with lack of confidence often struggle to communicate their feelings, ask questions in the classroom, and are extremely self-conscious. This can affect their learning process.

The tutor as leader

York-Barr and Duke (2004) defined teacher leadership as the process in which teachers improve their teaching and learning practices aiming to improve the learning and achievements in their classroom. However, as this paper focuses on the role of the tutor as the leader in intrinsically motivating the students and making them independent learners, the definition is narrowed down by building on the work of Bandura (2007) and

accordingly the teacher leader is positioned as someone who influences the students to take the responsibility of their own education, improve classroom behaviour, participate in the classroom activities and discussions, and improve their performance not for only external rewards, but for self-satisfaction.

From the previous studies that were set out by Katzenmeyer and Moller (2001), Meyer and Turner (2006), Oqvist and Malmstrom (2018), Schiefele and Schaffner (2015), and Taylor et al. (2014) for examining whether extrinsic factor (teacher leadership) has any influence on the intrinsic motivation of the students. However there has been a lot of inconsistency in the literature that includes the studies of both tutors as leader and student as leaders and its influence on improving classroom behaviour and making student independent learners for higher achievements.

Our views on the practice of teacher leadership are to make the students learning as their primary goal and that a teacher leader should influence a student to the extent where the students devote their maximum efforts in completing their task and in promoting their own goals. Teacher leaders should make their students feel comfortable with themselves, with the other students and with any situation they are in.

Research conducted by Archambault et al. (2009), Guay et al. (2008), Schiefele and Schaffner (2015), and show that students with higher educational motivation shows higher achievements than those who have lower educational motivation. Spinath et al. (2006) stated that if the student's educational motivation varies in the same classroom, and that the educational motivation is based on the circumstances or if it is situational, then it is fair enough to expect that the teacher leadership is an influential factor in student's educational motivation.

The student as leader

Cheatham et al. (2017) research on student motivation examines how a teacher leader can foster students' educational motivation. For example, by supporting students core needs such as knowledge, and competence, and by being relatable a teacher leader can foster students educational motivational. On the contrary, studies on students' educational motivation by Oqvist and Malmstrom (2018) associated teachers' motivation with students' motivation (intrinsic motivation).

There have been studies published on the role of a student leader or the qualities that a student leader should have to be able to lead and influence a group. Also, colleges and universities emphasize on the need for developing students as leaders, Cui et al. (2022), Kim et al. (2020). Skalicky et al. (2020) Universities and colleges are adding the concept of leadership and other relevant skills for quality education in their assessments. There is no clear literature available on the student as a leader and their collaboration with teacher leader in improving classroom behaviour and therefore our views on student as a leader comes close to the student who is intrinsically motivated to perform a task or learn new knowledge.

Our views on the student as a leader have been adapted from Ryan and Deci's Self-determination model. According to Ryan and Deci's (2006) Self-determination model, students motivation level in the classroom setting refers to the efforts taken by the student to achieve successful outcomes. Furthermore, student engagement and motivation play important in the learning process and students will never take any efforts to learn if there is no motivation.

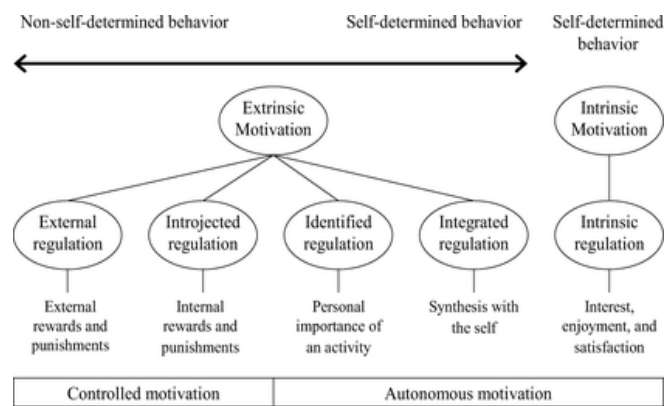


Figure 1. Self-determination model by Ryan and Deci (2006)

Ryan and Deci (2006) described different forms of extrinsic motivation which start from not motivated or non-self-determined behaviour to external regulation where one attempts a task for satisfying external demand; Introjected regulation where a task is performed for enhancement of ego; Identified regulation where the task is valued for itself or holds personal importance; Integrated regulation is considered as the self-controlled kind of motivation, however it is still classed as extrinsic motivation and this exists when the external regulations are informed and the person is able to evaluate their progress as per their own needs. Although integrated regulation exhibits the qualities of intrinsic motivation it is still classed as an extrinsic form of motivation. The intrinsic motivation is at the end. It is important that one understand different types of extrinsic motivation as it will help a teacher in understanding how a student must be self-determined during the learning process and it will also help in understanding how much effort a student must put in the learning process.

Referring to the above Figure 1, the self-determination model, we classed teacher as a leader as extrinsic motivator, whereas student as a leader classed as intrinsic motivation.

Methodology

The study explored the relationship between a teacher as a leader and a student as a leader in managing learners' responsible behaviour in the classroom. This study was explorative in nature where secondary data was collected and reviewed from available literature. The secondary data was collected through peer-reviewed journal articles, and books that were retrieved by a computerised literature search from the online database Ebooks (Ebook Central, EBSCO Ebooks, VLEBooks, Kortext and GoogleScholar) and also a search of over 78,000 peer-reviewed journal titles using a UK University search engine and searching mainly the list of the key words from this paper, see also table 3; giving 70 journal articles used in this research. The literature collection was analysed for the studies that were published up to 2022 using keywords that contained variables related to student engagement, Inclusive classrooms, supportive classroom, classroom participation, student-centred teaching, and educational scaffolding.

Table 1. Evidence of data collected through interviews and discussion with HEI colleagues (Lecturers and Senior Management Staff)

Respondent	Role definition	Qualification	Department	Level	Experience	Respondent types	Total experience of sector
1	Lecturer	Med, PGCE, BSC (Hons), QTLS	Health and Social Care	HNC/HND/BSC	5 Years	Professional	7 Years
2	Director of Curriculum Services	BSC Health and Social Care, PGCE, Master	Business, Health and Social Care, Computing	HND/HNC/BA Hons/ Top up	4 Years	Professional	19 Years
3	Top up Programme Manager and Lecturer	BA (Hons)	Health and Social Care	HND/HNC/BA(Hons)/ Top up	5 years	Professional	6 Years
4	Lecturer	HE Business management, PGCE, MA Education	Business	HNC/HND	3 Years	Professional	3 Years
5	Lecturer	BSC, MA Business Management, Doctor of Philosophy	Business	HNC/HND	1 Year	Professional	5 Years
6	Head of Higher Education	MA, BA (Hons), PGCE	Business	HNC/HND/BA(Hons), Top up, Level 7	3 Years	Professional	4 Years
7	Lecturer	BSc (Hons), PGCE	Health and Social Care	HNC/ HND	3 Years	Professional	4 Years
8	Programme Management and Lecturer	PhD Candidate, QTLS, PGCE, MA, BA (Hons)	Health and Social Care	HNC/HND/ Top up	5 Years	Professional	22 Years
9	Pastoral and Inclusion Manager	Master of Public Health, MBBS, HND Health Care Practice for England.	Management Staff	HND/HNC	2 Years	Professional	2 Years
10	Director of Education and Student Experience	PGCE, Level 7 Strategic Leadership and Management, QTLS	Business, Health and Social Care, Computing	HND/HNC/BA Hons/ Top up	5 Years	Professional	25 Years

Source: own elaboration

The informal qualitative approach was used for collecting data through interviews and discussions with HEI colleagues who are HE lecturers, and the senior management staff of the college and peer reviewed authors of HE articles and books.

Covert observation was also done as a part of qualitative method, where the in-depth research was conducted with observing, and watching the actions, behaviour or communication patterns of the students from diverse background of education, age, sex, race and ethnicity. This observation was conducted over a period of 6 months with total 73 students from different levels of education.

Table 2. Evidence of students observed over a period of 6 months

Term	Course	Number of Students
September 2021/2022	HNC/HND - Business	25
January 2022/ 2023	HNC/HND - Business	13
April 2022/2023	HNC/HND - Business	28
September 2022/2023	BA (Honours) -Business	7
	Total	73

Source: own elaboration

The data was also analysed through a process of deductive analysis aiming to test existing concepts, models, theories and hypotheses in a new context.

Findings and discussion

This section of the paper focuses on the main findings from the review drawn from the selected 68 articles, interviews and discussions with HEI colleagues who are HE lecturers, and the senior management staff of the college and by observing 73 HE students for the period of 6 months. The findings are represented in four themes. First theme is based on teacher leader and student as a leader and different definitions of teacher leader and student as a leader. Second theme is based on the role of teacher leader in providing extrinsic motivation, and the role of student as a leader in motivating teacher leader. Third theme is based on the factors that influence student engagement, participation and higher achievements. Fourth theme is based on the role of teach leader and student as leader in managing withdrawal and disruptive behaviour so that students achieve higher outcomes.

Table 3. Scope of the research represented in four themes

Theme	Research scope	Key references
1	Teacher leader and student as a leader	Davis (2011); Forster (1997); Houghton, et al (2012); Katzenmeyer and Moller (2001); Maykrantz and Houghton (2020); Merideth 2006); Nguyen et al. (2020); Rost and Amarant (2005); Sherrill (1999); Wenner and Campbell (2017); York-Barr and Duke (2004).
2	Role of both teacher leader and student as a leader in providing motivation to each other.	Ainscow and Messiou (2018); Astin (1984); Avis et al. (2014); Bandura (2007); Beaudoin et al. (2004); Black and William (1998); Brookhart et al. (2009); Cheatham et al. (2017); Cui et al. (2022); Dunlosky et al. (2013); Henri et at. (2015); Kim et al. (2020); Miller et al. (2011); Oqvist and Malmstrom (2018); Pike and Kuh (2003) (2005); Ryan and Deci (2000); Salend (2013); Shreffler et al. (2019); Skalicky et al. (2020); Skinner and Belmont (1993); Sriharan et al. (2022); Stiggins (2009); Tucker et al. (2022); Woytek (2005); Yada et al. (2018).
3	Factors that influence student engagement, participation and	Carini et al. (2006); Hernandez-Torrano et al. (2022); Lambert-Heggs (2011); Lebor (2017); Mayne et al. (2018); McMillan (2001); Meyer and Turner (2006); Schiefele and

	higher achievements.	Schaffner (2015); Shin and Sok (2023); Taylor et al. (2014); Webster-Stratton (2000).
4	Role of teach leader and a student as leader in managing withdrawal and disruptive behaviour so that students achieve higher outcomes.	Alvarez-Bell et al. (2017); Ameliana (2017); Archambault et al. (2009); Carl Ransom Rogers and Rogers (1969); Crookes et al. (2013); Guay et al. (2008); Khalil and Elkhider (2016); Murphy et al. (2020); Murphy et al. (2021); Ozen and Yildirim (2022); PEETSMA, et al. (2005); Pintrich (2004); Scherzinger and Wettstein (2019); Shanley (2022); Shreffler et al. (2019); Spinath et al. (2006); Sriharan et al. (2022); Tanner (2013); Vallerand (2000); Van der Werf et al. (2008); Wigfield and Eccles (1994); Zhao and Kuh (2004).

Source: own elaboration

Theme 1: Teacher leader and student as a leader and different definitions of teacher leader and student as a leader

This addresses RQ 1 and 2. From the opinion drawn from reviewing 68 articles and from HEI colleagues /HE lecturers, and the senior management staff of the college. “Teacher Leader” is associated with three important qualities such as Empathy, Influence and Motivation. The definitions and participants responses are presented below.

Empathy

Theme 1 indented to learn the qualities of a teacher leader from the perceptive of peer reviewed articles and HE lecturers. The first quality appeared to be Empathy. For example, Participant 1(P1) stated that empathy is the most important quality that a teacher leader should have to be able to achieve educational goals of their learners. P1 further highlighted the importance of fostering encouragement and mutual respect in the classroom so that learners develop a sense of belongingness and learning will not be restricted to only classroom.

“Teacher leaders can impact the student’s life if they are empathetic towards their student’s. Students tends to develop more trust in the teacher who is empathetic towards them. Student’s do not hesitate to approach teachers who provide encouragement, are open minded, and kind” (P1)

The opinion of P4 on Teacher leader was slightly different than P1, as P4 looks teacher leaders through a wider perspective and not just restricted to their students or within the classroom.

“Teacher leaders are not just dedicated toward improving their student’s achievements, but also looks forward to achieving the goals for their organisation. Teacher leader not just encourage their students, but also their colleagues in improving practices” (P4)

Influence

This section reflects on the participants perception on teacher leader’s second quality “Influence” for creating lifelong impact on students. P3 defined the meaning of influence as a process of positive manipulation of students for achieving better outcomes.

“When teacher leader influences the student, the teacher is getting their students do the things that they would not want to do initially. Many a times students do not know the importance of doing certain things and therefore, it is important that a teacher positively manipulate their students in getting things done in a particular manner for their own good” (P3)

P2 however contradicted the perception of P3 and emphasised that students follow their teachers as they are convinced with their teacher, and they trust their teacher.

"Students are influenced by their teacher when the teacher succeeds in convincing their students and when teacher succeeds in gaining trust from their students" (P3)

Motivation

This section reflects on the participants perception on teacher leader's third quality "Motivation" which will act as extrinsic motivation and foster educational motivation among students. P7 gave own experience of how motivation helps students in remaining consistent in their work and produce better outcome.

"Teacher leader should motivate their students so that they become consistent in their work. It also helps in maintaining positive classroom behaviour" (P7)

From the opinion drawn from HEI colleagues /HE lecturers, and the senior management staff of the college. "Student as a leader" is seen as someone who is Intrinsically motivated to learn. "Student as a leader" is associated with three qualities, intrinsically motivated individual, independent learner and responsible learner. P1 stated that "Student as a leader" is a motivated individual who takes the responsibility of his/her own education.

"An intrinsically motivated student takes the responsibility of his/her own education and cooperates the teacher in the classroom as he/she is interested and willing to learn" (P1)

P8 however discussed from his/ her own experience that students are intrinsically motivated when they can personally relate to the content that is being taught in the classroom.

"When student finds the content of the session relatable, he or she becomes intrinsically motivated" (P8)

P2 emphasised on the process of student evolving as a leader. He/ she discussed his/her own experience on reinforcing leadership qualities in his/her student as student was willing to improve for better outcomes.

"Students evolves as leaders when teacher guides them with the required leadership skills. However, student needs to realise and show willingness for improvements" (P2)

Theme 2: The role of teacher leader in providing extrinsic motivation, and the role of student as a leader in motivating teacher leader

This addresses RQ 1, 2 and 3. The section reflects on the opinion drawn from the HEI colleagues/ Lecturers and senior management staff of the college on the role of teacher leader in providing extrinsic motivation and the role of student as a leader in motivating teacher leader.

The role of teacher leader in providing extrinsic motivation

P6 discussed his/her own journey of teaching and stated that teacher leader is an individual who works on improving himself/herself first so that his teaching approaches are suitable for the students. Further he/her discussed his/her own qualities and practices that identifies him/her as a teacher leader.

“A teacher leader takes the responsibility of improving their student’s behaviour in the classroom and achieve their educational goals. Student may lose their consistency however teacher leader provides constant motivation and plans strategies for reducing their dependency on the teacher for any external motivation” (P6)

P8 however sees teacher leader in a role of mentor and role model, who constantly act as a main source of support and guidance for the student.

“If teacher takes interest in the student, it will reflect in the student’s attitude and work” (P9)

P9 Discussed the same question considering factors that affects the motivation level of students. Further he/she discussed on the responsibilities of a teacher leader in motivating these students who have many barriers in learning which affects their motivation level.

“Some students have many barriers to learning, and may have additional needs, or social and emotional barriers which affects their motivation level. Although in a wider perspective student motivation can impact the motivation levels of the teacher, in certain cases, it is the responsibility of the teacher to guide these students, understand their needs, and get the best out of them by encouraging them, by appreciating their achievements and using right teaching approach in the classroom” (P9)

The role of student as a leader in motivating teacher leader

P8 stated that students’ motivation plays an important role in maintaining positive environment in the classroom. P8 also linked student’s motivation with teachers showing better preparations for the sessions for examples; including challenging classroom activities so that student’s participation and classroom engagement is improved.

“Students motivation level creates an impact on the way teacher conducts a session. With positive responses and queries from the students, teacher is motivated to well prepare and well plan the session. A teacher always looks forward to teaching an enthusiastic group of teachers” (P8)

Link between intrinsic (Student as a leader) and extrinsic motivation (Teacher as leader) in providing educational motivation to the students

The views drawn from the literature of organisational behaviour and conceptual leadership models Sriharan et al. (2022) such as individual, behavioural and contingent model suggests that intrinsic motivation is important for student’s educational motivation and extrinsic motivational factor show high impact on developing intrinsic motivation in the students. Although extrinsic motivation shows high impact on student motivation level for achieving higher outcomes, we anticipate that students’ motivation level does impact the outcome of teacher leader.

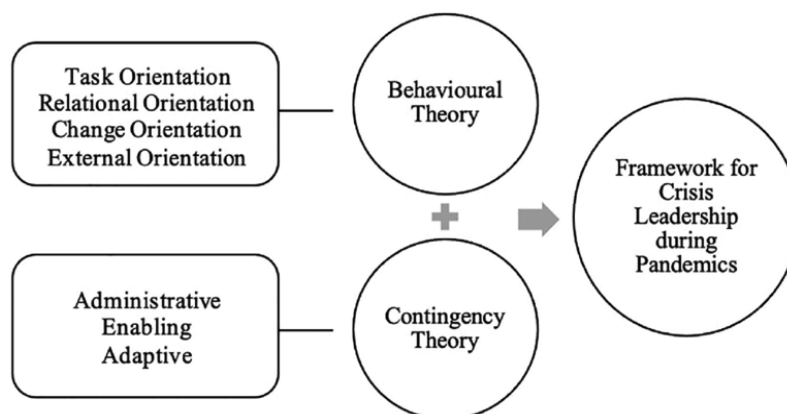


Figure 2. Conceptual leadership models

Source: Sriharan et al. (2022)

The views drawn from the literature of organisational behaviour and conceptual leadership models Sriharan et al. (2022) such as individual, behavioural and contingent model suggests that intrinsic motivation is important for student's educational motivation and extrinsic motivational factor show high impact on developing intrinsic motivation in the students. Although extrinsic motivation shows high impact on student motivation level for achieving higher outcomes, we anticipate that students' motivation level does impact the outcome of teacher leader.

Here intrinsic motivation is classes as student as a leader, whereas extrinsic motivational factor is classes as teacher leader. The Self-Determination Model by Ryan and Deci (2006) and Vallerand (2000) mentioned as figure 1 indicates that we get better understanding of the effects of teacher leadership by considering its effect on the educational motivation of the student.

Teacher leader acts as external / extrinsic motivation for the students. Students do not have any control over external motivational factors and therefore, teacher leadership play an important role in understanding varied needs of students and fulfilling those needs to provide them educational motivation. Although previous research show that individual who works with transformational leaders show higher level of motivation and they perform better than others, this research paper identified that students who can relate their teacher's leadership style with their current conscious mental activities which can be called as students cognitive state, they are more motivated and performs much better academically.

If a student is intrinsically not motivated, he/she will never be pleased with external rewards or alarmed by any punishment. Lack of intrinsic motivation will keep students least interested in any activity around them and they will be less ambitious. Lack of motivation in the students will impact the motivation levels of the teacher.

Theme 3: Factors that influence student engagement, participation and higher achievements

This addresses RQ 1, 2 and 3. HEI lecturers were asked questions specifically on the practices they follow in the classroom for improving student engagement and participation. During the interview and further discussion, they also mentioned the factors that affect the engagement level and participation of the students in the classroom. The responses were majorly based on their own experiences in the classroom.

P4 Shares his/own experience when he/she was a trainee teacher 2 years ago. He/ she pointed out 4 factors that are responsible for influencing student engagement and participation in the classroom. These factors are "low confidence level of a teacher, "not

able to share ideas with students in effective manner” and “no proper management of teaching content and activities within the classroom”. P4 considered skills as well as psychological aspects of teacher while expressing his/her idea on student engagement and participation.

“Students would not find classroom activities valuable to their learning when teacher is not able to share ideas with them effectively. Teacher must teach the lesson in a firm manner that students should not find the session boring. Teacher should listen and form a good bond with their students” (P4)

P1 Discussed the importance of right leadership approach for improving classroom engagement and participation. According to P1 the teaching session is a medium through which information is presented by teacher to their students. Teachers can choose the best way to deliver the information that is most suitable for students understanding. P1 further suggested that teachers should practice Authoritarian approach when conducting classroom sessions. The authoritarian approach however should not be confused with being rude, loud and threatening.

“Teacher should employ authoritarian approach in the classroom. However, this approach should not be confused with being ruder and threatening. Student will follow their teachers’ instructions when a teacher is firm with their students. This will save teachers time in convincing their students to produce any work and students will know the benefits of the outcomes once they receive positive results. Teacher will be able to gain more trust from their students for any future classroom activity. However, teachers should only employ this approach when they are confident and clear about the expected outcomes” (P1)

Theme 4: The role teacher leader and a student as leader in managing withdrawal and disruptive behaviour so that students achieve higher outcomes

This section addresses RQ 4 and 5.

The role teacher leader in managing disruptive behaviour

The opinion drawn from the participants for this question was of contrasting in nature. According to P1, P3, P7 and P9 to manage disruptive behaviour of the student, teacher should set out clear rules, employ flexible teaching approach, and acknowledge the feelings of the individual students.

“Disruptive behaviour is caused by stress and anxiety and therefore teacher should acknowledge the feeling of each individual and employ flexible teaching approach” (P9)

“Teachers should know their students’ names and address disruptive behaviour directly. Teachers should set clear rules for the classroom and communicate the consequences of disruptive behaviour to their students beforehand” (P3)

“Teachers should develop a good bonding with their students. Teachers should reflect positive attitude toward their students. Students only approach teacher when they trust their teachers” (P9)

P8 However had an interesting response to this question. According to P8 an ideal teacher should take disruption positively.

“Teachers should handle and accept disruptive behaviour positively, by assuming that the disruption has caused as learning is taking place. The learning speed of every student will be different and thus they tend to discuss while session is still

ongoing. However, teacher still needs to set out boundaries and promote mutual respect for the better flow of the session" (P8)

The role of teacher leader in managing withdrawal behaviour

This question has received contrasting response from the participants. The opinion drawn from the response stresses that if teachers do not have right "skills" and "psychological aspects" it can cause students to withdraw and that the teachers can manage this behaviour if they have these skills and psychological aspects.

"Teacher needs to build a good relationship with their students, and she/he needs to be calm and approachable. Teacher who carries these psychological aspects can identify students' withdrawal symptoms well in advance. This can give teacher enough time for planning and creating strategies to manage this behaviour" (P5)

"Teacher should give one to one attention and time to their students within the set boundaries to understand the reason for withdrawal behaviour. If teacher cannot help the students for some reasons, it is always recommended that they take help from other teachers or refer the student to Pastoral team" (P8)

P4, P3 and P6 on the contrary discussed on student qualities, skills and psychological aspects that can cause them to display withdrawal behaviour.

"Is it important that teachers understand withdrawal behaviour from students' perspective. It is possible that student may have social anxiety disorder, mental health conditions, physical health conditions, lack of confidence, and other environmental issues that may cause them to show withdrawal behaviour" (P4)

"It is possible that student is not able to find the classroom session or activities personally valuable to him/her or he/she is not able to relate to the content that is being taught in the classroom, which can cause them to display withdrawal behaviour" (P3)

The following figure (Figure 3) is created by the Author that describes the collector role of teacher as a leader and student as a leader in facilitating responsible behaviour in the classroom.

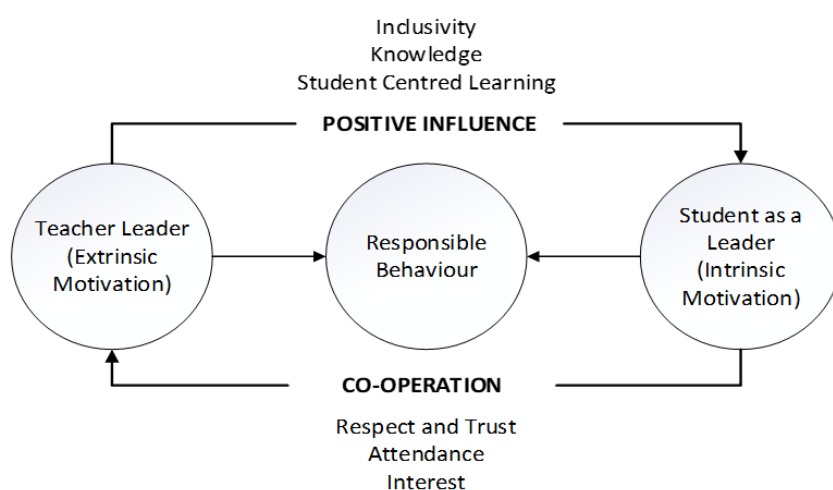


Figure 3. Classroom Responsible Behaviour Model (CRBM)

Source: own elaboration

The above figure discusses the inputs of Teacher leader and Inputs of Student as a leader in facilitating responsible classroom behaviour within the classroom. The Teacher Leader is seen as a source of Extrinsic motivation, who provides extrinsic motivation to their students through Inclusivity, Knowledge and Student-Centred Learning. They are further described as follows: 1. Inclusivity: Respect and value students' contribution in the classroom. Consider each students' needs and provide adequate support for all the students; Knowledge: Expert Subject Knowledge and Pedagogical Content Knowledge; Student-Centred Learning: Engage students in learning process and learning strategies, provide them with opportunities to explore wide range of disciplines, let them express and approach the teacher confidently. The three factors act as positive influence for the student in managing responsible behaviour in the classroom.

The Student as a Leader is seen as an individual who is Intrinsically motivated and co-operates their teachers through Respect and Trust, Attendance and Interest. It is further described as follows: 1, Respect and Trust: They truly respect their teachers' efforts in facilitating knowledge and providing opportunities and trust the process and their teachers as they are intrinsically motivated; 2. Attendance: They regularly attend their sessions and other activities related to their academics as they are intrinsically motivated to improve themselves; 3. Interest: Student shows interest in learning new knowledge and participate in all the classroom activities as they are intrinsically motivated to do so.

The two arrows pointing toward the middle circle "Responsible behaviour", shows that teacher leaders' inputs and student as a leader's input are equally important in classroom behaviour. Also, the motivation levels of teacher leader and student as a leader are interdepend on each other.

The teacher leader acts as a positive influencer, however student as a leader co-operates their teacher in the whole process. This also shows that inputs are required from both the sides for managing the classroom behaviour. If students do not show interest, remain absent, do not value and respect their teacher it will impact the motivation levels of the teacher. At the sometime, if teacher do not provide knowledge, inclusivity and student-centred approach in the classroom, student will not be motivated to be a part of learning process.

Conclusions

This research study explored the role of a teacher leader and student as a leader in facilitating responsible behaviour. When discussing about responsible behaviour the focus was on managing disruptive and withdrawal behaviour of the students in the classroom.

There are at least two original contributions in this research paper. Firstly, by presenting findings through four major themes such as definitions of teacher leader and student as a leader; role of teacher leader and student as a leader in motivating each other; factors influencing student engagement and participation; and role of a teacher leader and student as a leader in managing disruptive and withdrawal behaviour in the classroom, were found to co-related with facilitating responsible behaviour in the classroom (see Table 3).

Secondly, by creating and producing Classroom Responsible Behaviour Model (CRBM) which represents the Teacher Leader as a source of Extrinsic motivation, who provides extrinsic motivation and positively influences their students through Inclusivity, Knowledge, and Student-Centred Learning. Whereas Student as a Leader are presented as an individual who is Intrinsically motivated and co-operates their teachers through Respect and Trust, Attendance, and Interest (refer to Figure: 3).

Overall, the co-occurrence of combined efforts between teacher leader, student as a leader and the role of motivation provides evidence that a teacher leader and student as a leader impacts each other's motivation levels which acts as an aid to improving disruptive and withdrawal behaviour in the classroom. The reason disruptive and withdrawal behaviour has mentioned as managing this behaviour assists in maintaining good classroom behaviour.

Existing literature has shown that the role of teacher leader is to provide their students with new knowledge, skills and ability to take own decisions. Teacher leader should work towards making their students independent learner (Lebor, 2017). On the other hand, our views derived from Self-determination The model proposed by Ryan and Deci (2006) stated that student as a leader show self-determined behaviour, they are intrinsically motivated, they enjoy learning in the classroom and they find satisfaction through classroom participation, discussion and learning new concepts.

The teacher leader and student as a leader both has their own needs, and they must assist and fulfil each other's needs in order to achieve mutual goals. Students expect their teacher leaders to provide them with right guidance, introduce them with new knowledge on different subjects that are taught in the classroom, different skills required for learning, and create awareness on the employment opportunities (Beaudoin et al., 2004). On the other hand, teacher leader expects their student as a leader to attend their lecture regularly, come prepared for their lectures, respect their teachers, learn new concepts in the classroom and be focused and interested in the education (Cheatham et al., 2017).

After reviewing the responses to the research questions, it is suggested that teachers can only teach effectively when there is a good classroom behaviour. Teachers cannot teach and students cannot learn when the classroom environment is disruptive, violent. It also suggested that teachers act as external motivation to their students, however students' needs to be intrinsically motivated so that they can give their best in the classroom.

The participants also suggested that classroom management should include managing teaching content, time, lesson preparations and classroom activities. Teachers should be leading the classroom, and able to control students' behaviour with the application of proper rules and regulations.

Teachers should be empathic and understand student's position; should follow inclusivity and practice different teaching approaches looking at the needs of individual students. This will assist in developing better relationship with their students enabling good classroom behaviour.

References

- Ainscow, M., & Messiou, K. (2018). Engaging with the views of students to promote inclusion in education. *Journal of Educational Change*, 19(1), 1-17. <https://doi.org/10.1007/s10833-017-9312-1>
- Ainscow, M., Slee, R., & Best, M. (2019). Editorial: The Salamanca statement: 25 years on. *International Journal of Inclusive Education*, 23(7-8), 671-676. <https://doi.org/10.1080/13603116.2019.1622800>
- Akdemi, E., & Özçelik, C. (2019). The investigation of the attitudes of teachers towards using student centered teaching methods and techniques. *Universal Journal of Educational Research*, 7(4), 1147-1153. <https://doi.org/10.13189/ujer.2019.070427>
- Alvarez-Bell, R. M., Wirtz, D., & Bian, H. (2017). Identifying keys to success in innovative teaching: Student engagement and instructional practices as predictors of student learning in a course using a team-based learning approach. *Teaching and Learning Inquiry*, 5(2), 128-146. <https://doi.org/10.20343/teachlearninq.5.2.10>

- Ameliana, I. (2017). Teacher-centered or student-centered learning approach to promote learning? *Jurnal Sosial Humaniora*, 10(2), 59-70. <https://doi/10.12962/j24433527.v10i2.2161>
- Archambault, I., Janosz, M., Morizot, J., & Pagani, L. (2009). Adolescent behavioral, affective, and cognitive engagement in school: Relationship to dropout. *The Journal of School Health*, 79(9), 408-415. <https://doi/10.1111/j.1746-1561.2009.00428>
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25(4), 297.
- Avis, J., Fisher, R., & Thompson, R., Dr. (2014). *Teaching in lifelong learning: A guide to theory and practice* (2nd ed.). Open University Press. <https://go.exlibris.link/3SrSqctW>
- Bandura, A. (2007). Much ado over a faulty conception of perceived self-efficacy grounded in faulty experimentation. *Journal of Social and Clinical Psychology*, 26(6), 641-658. <https://doi/10.1521/jscp.2007.26.6.641>
- Beaudoin, M., Taylor, M., Bodell, S., & Paular, A. (2004). *Creating a positive school culture: How principals and teachers can solve problems together*. Corwin Press. <https://go.exlibris.link/hxRg6G03>
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74. <https://doi/10.1080/0969595980050102>
- Brookhart, S. M., & Association for Supervision and Curriculum Development. (2009). *Exploring formative assessment. the professional learning community series*. Association for Supervision and Curriculum Development. <https://go.exlibris.link/vphKT13f>
- Carini, R. M., Kuh, G. D., & Klein, S. P. (2006). Student engagement and student learning: Testing the linkages. *Research in Higher Education*, 47(1), 1-32. <https://doi/10.1007/s11162-005-8150-9>
- Cheatham, J. M., Ozga, J. E., St. Peter, C. C., Mesches, G. A., & Owsiany, J. M. (2017). Increasing class participation in college classrooms with the good behavior game. *Journal of Behavioral Education*, 26(3), 277-292. <https://doi/10.1007/s10864-017-9266-7>
- Crookes, K., Crookes, P. A., & Walsh, K. (2013). Meaningful and engaging teaching techniques for student nurses: A literature review. *Nurse Education in Practice*, 13(4), 239-243. <https://doi/10.1016/j.nepr.2013.04.008>
- Cui, S., Wu, Q., & Erdemir, B. (2022). Being a college student leader boosts career prospects: A panel survey in China. *Education & Training (London)*, 64(5), 700-715. <https://doi/10.1108/ET-04-2021-0153>
- Davis, J. R. (2011). *Learning to lead: A handbook for postsecondary administrators. the ACE series on higher education*. Rowman & Littlefield Publishers, Inc. <https://go.exlibris.link/9nvSxCxr>
- Dobmeier, R., & Moran, J. (2008). Dealing with disruptive behavior of adult learners. *New Horizons in Adult Education & Human Resource Development*, 22(2), 29-54. <https://doi/10.1002/nha3.10306>
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4-58. <https://doi.org/10.1177/1529100612453266>
- Forster, E. M. (1997). Teacher leadership: Professional right and responsibility. *Action in Teacher Education*, 19(3), 82-94. <https://doi/10.1080/01626620.1997.10462881>
- Gajendran, T., Tucker, C., Ware, S., & Tose, H. S. (2022). Integrating indigenous, western, and inclusive pedagogies for work-integrated learning partnerships in architecture and design disciplines. *International Journal of Work-Integrated Learning*, 23(2), 259-277. <https://files.eric.ed.gov/fulltext/EJ1346569.pdf>
- Guay, F., Ratelle, C. F., & Chanal, J. (2008). Optimal learning in optimal contexts: The role of self-determination in education. *Canadian Psychology*, 49(3), 233-240. <https://doi.org/10.1037/a0012758>

- Henrie, C. R., Bodily, R., Manwaring, K. C., & Graham, C. R. (2015). Exploring intensive longitudinal measures of student engagement in blended learning. *International Review of Research in Open and Distance Learning*, 16(3), 131-155. <https://doi/10.19173/irrodl.v16i3.2015>
- Hernández-Torrano, D., Somerton, M., & Helmer, J. (2022). Mapping research on inclusive education since Salamanca statement: A bibliometric review of the literature over 25 years. *International Journal of Inclusive Education*, 26(9), 893-912. <https://doi/10.1080/13603116.2020.1747555>
- Houghton, J. D., Wu, J., Godwin, J. L., Neck, C. P., & Manz, C. C. (2012). Effective stress management: A model of emotional intelligence, self-leadership, and student stress coping. *Journal of Management Education*, 36(2), 220-238. <https://doi/10.1177/1052562911430205>
- Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders* (2nd ed). Corwin Press. <https://go.exlibris.link/vDNCR7F7>
- Khalil, M. K., & Elkhider, I. A. (2016). Applying learning theories and instructional design models for effective instruction. *Advances in Physiology Education*, 40(2), 147-156. <https://doi/10.1152/advan.00138.2015>
- Kim, M. K., Lee, I. H., & Wang, Y. (2020). How students emerge as learning leaders in small group online discussions. *Journal of Computer Assisted Learning*, 36(5), 610-624. <https://doi/10.1111/jcal.12431>
- Lambert-Heggs, W. (2011). The 'F' word: Conflicts and tensions in a community of practice when mentors confront the possibility of failing a trainee in teaching observations. *Teaching in Lifelong Learning*, 3(1), 29-39. <https://doi/10.5920/till.2011.3129>
- Lebor, M. (2017). *Classroom behaviour management in the post-school sector: Student and teacher perspectives on the battle against being educated*. Palgrave Macmillan. <https://doi/10.1007/978-3-319-57051-8>
- Mattern, K. D., & Shaw, E. J. (2010). A look beyond cognitive predictors of academic success: Understanding the relationship between academic self-beliefs and outcomes. *Journal of College Student Development*, 51(6), 665-678. <https://doi/10.1353/csd.2010.0017>
- Maykrantz, S. A., & Houghton, J. D. (2020). Self-leadership and stress among college students: Examining the moderating role of coping skills. *Journal of American College Health* 68(1), 89-96. <https://doi.org/10.1080/07448481.2018.1515759>
- Mayne, F., Howitt, C., & Rennie, L. J. (2018a). A hierarchical model of children's research participation rights based on information, understanding, voice, and influence. *European Early Childhood Education Research Journal*, 26(5), 644-656. <https://doi/10.1080/1350293X.2018.1522480>
- Mayne, F., Howitt, C., & Rennie, L. J. (2018b). A hierarchical model of children's research participation rights based on information, understanding, voice, and influence. *European Early Childhood Education Research Journal*, 26(5), 644-656. <https://doi/10.1080/1350293X.2018.1522480>
- McMillan, J. H. (2001). Fundamental assessment principles for teachers and school administrators. *Practical Assessment, Research & Evaluation*, 7(8), 1-5. <https://doi.org/10.7275/5kc4-jy05>
- Merideth, E. M. (2006). *Leadership Strategies for Teachers* (2nd ed.). Corwin Press.
- Meyer, D. K., & Turner, J. C. (2006a). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review*, 18(4), 377-390. <https://doi.org/10.1007/s10648-006-9032-1>
- Meyer, D. K., & Turner, J. C. (2006b). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review*, 18(4), 377-390. <https://doi.org/10.1007/s10648-006-9032-1>
- Miller, R. L., Amsel, E., Kowalewski, B. M., Beins, B. C., Keith, K. D., Peden, B. F. & Society for the Teaching of Psychology. (2011). *Promoting student engagement. volume 1: Programs, techniques and opportunities*. Society for the Teaching of Psychology. <https://go.exlibris.link/ZJlqws9B>
- Murphy, L., Eduljee, N. B., & Croteau, K. (2021). Teacher-centered versus student-centered teaching: Preferences and differences across academic majors. *Journal of Effective*

- Teaching in Higher Education*, 4(1), 18-39. <https://doi.org/10.36021/jethe.v4i1.156>
- Murphy, L., Eduljee, N. B., Croteau, K., & Parkman, S. (2020). Relationship between personality type and preferred teaching methods for undergraduate college students. *International Journal of Research in Education and Science*, 6(1), 100-109.
- Nguyen, D., Harris, A., & Ng, D. (2020). A review of the empirical research on teacher leadership (2003–2017): Evidence, patterns and implications. *Journal of Educational Administration*, 58(1), 60-80. <https://doi.org/10.1108/JEA-02-2018-0023>
- Ozen, H., & Yildirim, R. (2022). Teacher perspectives on classroom management. *International Journal of Contemporary Educational Research*, 7(1), 99-113. <https://doi.org/10.33200/ijcer.645818>
- Peetsma, T., Hascher, T., van der Veen, I., & Roede, E. (2005). Relations between adolescents' self-evaluation time perspectives, motivation for school and their achievement in different countries and at different ages: Societal values and school motivation. students' goals in different life domains. *European Journal of Psychology of Education*, 20(3), 209-225
- Pike, G. R., Kuh, G. D., & Gonyea, R. M. (2003). The relationship between institutional mission and students' involvement and educational outcomes. *Research in Higher Education*, 44(2), 241-261. <https://doi.org/10.1023/A:1022055829783>
- Pike, G. R., & Kuh, G. D. (2005). First- and second-generation college students: A comparison of their engagement and intellectual development. *The Journal of Higher Education (Columbus)*, 76(3), 276-300. <https://doi.org/10.1353/jhe.2005.0021>
- Pintrich, P. R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16(4), 385-407. <https://doi.org/10.1007/s10648-004-0006-x>
- Rogers, C. R. (1969). *Freedom to learn*. Charles E. Merrill.
- Rost, J. C., & Amarant, J. R. (2005). *Leadership for the twenty-first century*. Wiley Periodicals, Inc., A Wiley Company. <https://doi.org/10.1002/pfi.4140440511>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *The American Psychologist*, 55(1), 68-78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Ryan, R. M., & Deci, E. L. (2006). Self-regulation and the problem of human autonomy: Does psychology need choice, self-determination, and will? *Journal of Personality*, 74(6), 1557-1586. <https://doi.org/10.1111/j.1467-6494.2006.00420.x>
- Salend, S. (2013x). Classroom assessments: Informing teaching and supporting learning. In A. J. Holliman (Ed.), *The Routledge international companion to educational psychology* (pp. 143–153). Routledge.
- Scherzinger, M., & Wettstein, A. (2019). Classroom disruptions, the teacher–student relationship and classroom management from the perspective of teachers, students and external observers: A multimethod approach. *Learning Environments Research*, 22(1), 101-116. <https://doi.org/10.1007/s10984-018-9269-x>
- Schiefele, U., & Schaffner, E. (2015a). Teacher interests, mastery goals, and self-efficacy as predictors of instructional practices and student motivation. *Contemporary Educational Psychology*, 42, 159-171. <https://doi.org/10.1016/j.cedpsych.2015.06.005>
- Schiefele, U., & Schaffner, E. (2015b). Teacher interests, mastery goals, and self-efficacy as predictors of instructional practices and student motivation. *Contemporary Educational Psychology*, 42, 159-171. <https://doi.org/10.1016/j.cedpsych.2015.06.005>
- Shanley, E. R. (2022). Become comfortable with the uncomfortable: the rewards of leaving our comfort zone. *Journal of the Academy of Nutrition and Dietetics*, 122(10), 1815-1816. <https://doi.org/10.1016/j.jand.2022.07.018>

- Sherrill, J. A. (1999). Preparing teachers for leadership roles in the 21st century. *Theory into Practice*, 38(1), 56-61. doi:10.1080/00405849909543831
- Shreffler, M. B., Cocco, A. R., & Shreffler, J. R. (2019). An examination of the relationship between instruction type and course outcomes in sport management courses. *Sport Management Education Journal*, 13(2), 53-62. <https://doi.org/10.1123/smej.2018-0014>
- Skalicky, J., Warr Pedersen, K., van der Meer, J., Fuglsang, S., Dawson, P., & Stewart, S. (2020). A framework for developing and supporting student leadership in higher education. *Studies in Higher Education (Dorchester-on-Thames)*, 45(1), 100-116. <https://doi.org/10.1080/03075079.2018.1522624>
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85(4), 571-581. <https://doi.org/10.1037/0022-0663.85.4.571>
- Spinath, B., Spinath, F. M., Harlaar, N., & Plomin, R. (2006). Predicting school achievement from general cognitive ability, self-perceived ability, and intrinsic value. *Intelligence (Norwood)*, 34(4), 363-374. <https://doi.org/10.1016/j.intell.2005.11.004>
- Sriharan, A., Hertelendy, A. J., Banaszak-Holl, J., Fleig-Palmer, M. M., Mitchell, C., Nigam, A., . . . Singer, S. J. (2022). *Public health and health sector crisis leadership during pandemics: A review of the medical and business literature*. SAGE Publications. <https://doi.org/10.1177/10775587211039201>
- Stiggins, R. (2009). Assessment for learning in upper elementary grades. *Phi Delta Kappan*, 90(6), 419.
- Tanner, K. D. (2013). Structure matters: Twenty-one teaching strategies to promote student engagement and cultivate classroom equity. *CBE Life Sciences Education*, 12(3), 322-331. <https://doi.org/10.1187/cbe.13-06-0115>
- Taylor, G., Jungert, T., Mageau, G. A., Schattke, K., Dedic, H., Rosenfield, S., & Koestner, R. (2014). A self-determination theory approach to predicting school achievement over time: The unique role of intrinsic motivation. *Contemporary Educational Psychology*, 39(4), 342-358. <https://doi.org/10.1016/j.cedpsych.2014.08.002>
- Vallerand, R. J. (2000). Deci and Ryan's self-determination theory: A view from the hierarchical model of intrinsic and extrinsic motivation. *Psychological Inquiry*, 11(4), 312-318.
- Van der Werf, G., Opendakker, M., & Kuyper, H. (2008). Testing a dynamic model of student and school effectiveness with a multivariate multilevel latent growth curve approach. *School Effectiveness and School Improvement*, 19(4), 447-462. <https://doi.org/10.1080/09243450802535216>
- Webster-Stratton, C. (2000). Oppositional-defiant and conduct-disordered children. In M. Hersen & R.T. Ammerman (Eds.), *Advanced abnormal child psychology* (pp. 387-412). Lawrence Erlbaum Associates Publishers.
- Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research*, 87(1), 134-171. <https://doi.org/10.3102/0034654316653478>
- Wigfield, A., & Eccles, J. S. (1994). Middle grades schooling and early adolescent development: An introduction. *The Journal of Early Adolescence*, 14(2), 102-106. <https://doi.org/10.1177/027243169401400202>
- Woytek, A. (2005). Utilizing assessment to improve student motivation and success. *Essays in Education*, 14. https://www.researchgate.net/publication/251297825_Utilizing_Assessment_to_Improve_Student_Motivation_and_Success
- Yada, A., Tolvanen, A., & Savolainen, H. (2018). Teachers' attitudes and self-efficacy on implementing inclusive education in Japan and Finland: A comparative study using multi-group structural equation modelling. *Teaching and Teacher Education*, 75, 343-355. <https://doi.org/10.1016/j.tate.2018.07.011>
- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316. <https://doi.org/10.3102/00346543074003255>

Zhao, C., & Kuh, G. D. (2004). Adding value: Learning communities and student engagement. *Research in Higher Education*, 45(2), 115-138. <https://doi.org/10.1023/B:RIHE.0000015692.88534.de>

© 2023 Author(s). This is an open-access article licensed under the Creative Commons Attribution-NonCommercial-NoDerivs License (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).