

Pre-service Teachers' Appreciation of the Teacher Education Program for Leadership Roles and their Readiness of Becoming Teacher-Leader

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Abstract

The study sought to determine pre-service teachers' appreciation for the teacher education program's leadership roles and readiness to become teacher leaders. The study used a quantitative survey design, specifically a descriptive-correlational approach, to investigate pre-service teachers' perceptions of their readiness for leadership roles in the teaching profession. The participants were eighty-four (84) third-year Bachelor of Elementary Education (BEEd) pre-service teachers from Caraga State University's Main Campus College of Education. The study also used a questionnaire created by the researchers, which was validated by the College of Education's content experts. The responses were then tallied and analyzed using weighted mean, t-test, and correlation analysis. Based on the findings, females were the majority of participants, most had attended between 0 and 3 leadership training sessions and service-oriented organizations were the most common type of student organization affiliation observed in the study. Moreover, pre-service teachers valued the teacher education program's emphasis on leadership roles. The data revealed high readiness among pre-service teachers to become teacher leaders. An intervention material was developed to help pre-service teachers prepare for leadership roles in response to the findings. These materials should be used and distributed to better serve their intended purpose.

Keywords: becoming teacher-leader, leadership roles, readiness, teacher education program

I. Introduction

The growing importance of teacher leadership in schools today is changing the traditional role of the teacher. As a result, institutions that train future educators to teach in schools must evolve and adapt their programs to meet the changing landscape (Gorgen, 2020).

Pre-service teachers' pre-service experiences and coursework should be the starting point of a teacher's career-long journey toward leadership, according to Ado (2016). In order to help aspiring educators start their careers with confidence in their leadership skills and a drive to positively impact student learning and school culture, teacher leadership training at the pre-service level is being offered.

Moreover, the literature acknowledges that teachers have much potential to make a difference in schools. They can lead by working together, sharing what works best, learning more professionally, helping students with different needs, and focusing on specific subjects (Wenner & Campbell, 2017).

According to Ngcobo (2019), informal teacher leadership within the classroom involves various activities, such as managing the classroom, controlling the class, and guiding, motivating, and educating learners. However, Duval (2017) believes that formal teacher leadership is not limited to the classroom alone and can extend to other roles like being a head of department or a grade level leader, a mentor, or a coach.

Therefore, formal teacher leadership begins in the classroom but does not end there. As teachers continue to perform their duties inside and outside the classroom, they have more opportunities to hone their skills and become better leaders (Duval, 2017).

Research on the roles and responsibilities of pre-service teachers during the practicum experience suggests significant overlap and interaction with the roles and responsibilities of teacher leaders (Clarke et al., 2014). Despite recent studies focusing on developing student teachers as teacher leaders during the practicum experience (Sawalhi, 2019; Bond, 2011), there is still a gap in understanding student teachers' leadership practices and their preparation for various leadership roles. Moreover, there is a lack

of research on student teachers' perspectives on teacher leadership (Sawalhi, 2019). This highlights differences in the regulation of the practicum experience impacting how student teachers engage and interact.

To ascertain the pre-service teachers' capacity to take advantage of leadership opportunities both inside and outside the classroom once their teaching careers begin, this study investigates the degree to which they feel prepared for leadership during their teacher preparation program (Darwish & Sadeqi, 2016). Spurred by the idea that teacher leadership is an essential aspect of teacher education, the present study explored pre-service teachers' perceptions regarding their preparedness to hold teacher leadership roles and readiness to enact teacher leadership as part of their future professional work.

II. Literature Review

A. Teachers' Understanding of Teacher-Leadership

For a long time, people only thought of principals and other school administrators as the 'leaders' in schools. However, more attention has been paid to 'teacher leadership' (Sinha & Hanuscin, 2017). Education leadership is critical because it helps schools progress and gives them direction, guidance, and support to improve things. It is not just about people at the top of the school; anyone who can make a difference in how the school works can be a leader.

Moreover, contemporary approaches define teacher leadership as a critical component of a comprehensive framework that focuses on enhancing the learning environment, empowering teachers to develop their leadership skills, valuing students' perspectives, and fostering a culture of continuous improvement in school development and student learning. This view is supported by Nappi (2014) and Uribe-Florez et al. (2014).

Katzenmeyer and Moller (2014) further define teacher leaders as individuals who lead inside and outside the classroom, engage in continuous learning, inspire colleagues to adopt advanced instructional methods, and take responsibility for achieving positive outcomes.

Meanwhile, Danielson (2016) outlines the critical skills for teacher leaders to exercise leadership within their schools effectively. These skills include utilizing evidence and data to make informed decisions, seizing opportunities and taking proactive steps, rallying people and resources toward a shared goal, monitoring progress and adapting strategies when needed, maintaining the commitment of others and addressing potential negativity, and actively contributing to a culture of continuous learning within the organization.

According to Crowther et al. (2019), fostering teacher leadership is crucial for empowering teachers and enhancing their professionalism. Teachers with strong pedagogical skills and a willingness to support their colleagues are vital for a school's success. They can provide additional leadership beyond the traditional executive roles. However, the critical issue is not whether teacher leadership exists in a school but how long it persists, how it emerges, and how the dominant organizational structure and culture influence it (Supovitz, 2018).

In addition, research indicates that spreading leadership ideas in education and empowering teachers to contribute to school development through quality teaching is beneficial (Ankrum et al., 2016)—a crucial factor in fostering teachers' professionalism. Principals can enhance teacher leadership capacity by sharing power, sharing vision, and promoting administrative transparency (Angelle & Teague, 2014). Teacher leadership is a leadership approach centered on enhancing learning, emphasizing professional collaboration, development, and growth. Unlike a formal role, it empowers teachers to lead improvement efforts, directly impacting teaching and learning quality (Lazaro, 2014). In the conceptual model, teacher agency is understood as the individual capacity of teachers to act intentionally or as a quality of their engagement with their environments (Leijen et al., 2020). It involves teachers making choices and consciously creating a meaningful, inspiring, and constructive environment for learners, themselves, and colleagues in evolving professional contexts (Toom et al., 2015). In this context, teacher agency is considered a pre requisite for implementing teacher leadership. The conceptual model suggests that the past influences teacher agency and that the present context will shape teachers' future agency (Leijen et al., 2020), indicating that the current context also influences the readiness of potential teacher leaders.

Upon further examination of the literature, it becomes apparent that while efforts to enhance teacher leadership practices have increased, much is still to be learned about effectively preparing and supporting teacher leaders (Berg et al., 2014). Furthermore, exploring teachers' perspectives on teacher leadership can offer them a valuable opportunity to recognize themselves as leaders (Angelle & Schmid, 2017). With these considerations in mind, this study aimed to explore the viewpoints of teachers working in various school types (primary, secondary, high school, and private school) in Trabzon regarding teacher leadership.

B. Teachers' Readiness on Teacher-Leadership

According to Snoek et al. (2014), the ultimate goal of teacher leadership is to improve student learning and achievement. Teacher leadership is defined in various ways, but there is a consensus among teachers that it involves teachers having an impact beyond the classroom. This includes involvement in policy making and decision-making at various levels or influencing the professional development of their colleagues.

Furthermore, teacher leadership manifests in two forms: formal and informal. While formal roles like department heads and mentors are readily apparent, Frost (2018) emphasizes that authentic teacher leadership is not just about assuming administrative duties but also about empowering teachers to reach their full potential and influence their environment. Informal teacher leadership,

on the other hand, can be more discreet, often arising from teachers' initiatives. Interestingly, those who exhibit such leadership qualities may not even recognize their roles as teacher leaders (Stingu et al., 2020). In this study, teacher leadership is defined as a process where teachers, whether formally or informally positioned, individually or collectively, aid their colleagues' professional growth, thereby enhancing teaching and learning practices for improved student learning outcomes (Oppi et al., 2020).

Furthermore, teacher leadership is influenced by various conditions that can either support or hinder its emergence. One crucial factor is the readiness to take on leadership roles, which is influenced by personal attributes such as competence and motivation. Confidence is particularly significant, impacting teachers' preparedness for leadership roles (Durias, 2010; Muijs & Harris, 2016). When teachers feel confident in their abilities, have honed their classroom expertise, and possess and utilize professional knowledge and skills to create effective learning environments, they are more inclined to collaborate with colleagues (Katzenmeyer & Moller, 2019). Additionally, teachers who feel valued and acknowledged for their efforts are likelier to engage in teacher leadership (Sanders, 2016).

Katzenmeyer and Moller (2019) have highlighted several additional personal factors that influence teachers' readiness for leadership. For instance, teachers are more prepared to assume leadership roles when they have a well-defined personal philosophy of education and are willing to acknowledge their colleagues' diverse beliefs and philosophies. Furthermore, teachers are more inclined to take on leadership responsibilities when they are given adequate time for such activities and are at an age where they have the energy to manage additional responsibilities beyond the classroom (Campbell et al., 2017).

The concept of teacher agency, discussed about teacher leadership, can be viewed as a condition for teacher leadership. The agency is temporal and relational, reflecting individuals' achievements (Biesta & Tedder, 2016). In the conceptual model, teacher agency is understood as the individual capacity of teachers to act intentionally or as a quality of their engagement with the environments (Leijen et al., 2020). It involves teachers making choices and consciously creating a meaningful, inspiring, and constructive environment for learners, themselves, and colleagues in evolving professional contexts (Toom et al., 2015). In this context, teacher agency is considered a pre-requisite for implementing teacher leadership. The conceptual model suggests that the past influences teacher agency and that the present context will shape teachers' future agency (Leijen et al., 2020), indicating that the current context also influences the readiness of potential teacher leaders.

In addition to the numerous personal factors influencing teachers' readiness to engage in teacher leadership, two environmental factors play crucial roles: the behavior of the school leader and the school culture (Wenner & Campbell, 2017).

Teacher leadership is crucial in enhancing student learning, school development, and teacher professional growth (Teacher et al., 2020). When leadership is widely dispersed, it significantly influences schools and students (Leithwood et al., 2018). Leadership fosters the growth of the school community in terms of leadership skills and reflection, ultimately enhancing academic achievement and fostering exceptional student development. Furthermore, it contributes to sustainable development in schools and communities (Lambert, 2023).

The teacher preparation program plays a crucial role, as there is a suggestion that novice teachers should share equal responsibility with experienced teachers. Therefore, preparing pre-service teachers with the necessary knowledge, skills, and values is essential to empower them as leaders early in their careers, even as novice teachers (Bond, 2021).

While in school, these novice teachers are expected to have a clear teaching philosophy, employ effective pedagogical practices, and use technology (Riel & Becker, 2018). Novice teachers are prepared to serve confidently when they possess self-efficacy, a sense of responsibility for student learning, and a commitment to continuing their careers (Darling-Hammond et al., 2022). Therefore, teacher preparation programs must integrate leadership development into their curriculum rather than treating it as a separate skill to be developed later.

C. Pre-service Teachers' Attributes on Teacher-Leadership

The teacher's role necessitates possessing the knowledge and skills essential for effective teaching, as their primary responsibility is to impart knowledge. According to Oliva et al. (2016), teachers must deeply understand their subjects and be adept at planning and organizing lesson content. Additionally, proficiency in the school's official language is crucial. Another study suggests that teachers are accountable for developing new educational knowledge, assessing the efficacy of their teaching methods, and, consequently, should enhance their teaching and assessment techniques through necessary training (Niemi & Nevgi, 2014).

For novice teachers, achieving excellence in teaching and learning can be challenging due to their lack of experience in the field. However, despite being new to teaching, novice teachers often have qualifications in their respective fields. They can also demonstrate leadership qualities, potentially making them teacher leaders. Novice teachers encounter difficulties balancing work and learning, facing challenges such as a lack of skills and knowledge, feelings of self-doubt and despondency, and navigating their position and role as new comers in the community (Tynjälä & Heikkinen, 2021). Hence, pre-service teachers should equip themselves with knowledge and leadership skills to effectively handle the various challenges they may encounter in the workplace.

The study of Wolff et al. (2016) on teachers' visual sensitivity to classroom situations and effective classroom management found that experienced teachers are more sensitive and adept at maintaining a peaceful classroom atmosphere than novice teachers, who tend to focus on specific areas only. This study highlights novice teachers' lesser skills and knowledge in classroom management. Abu Bakar et al. (2015) also revealed a positive correlation between teacher leadership and students' academic performance in examinations. Therefore, preservice teachers should be equipped with knowledge and leadership skills before entering the workforce to manage teaching and learning activities in the classroom effectively.

In their study, Mason and Mason (2016) observed that teachers' involvement in teacher development programs can enhance the quality of future teachers. Survey results indicated that teachers are willing to collaborate with educational program lecturers and participate in such development programs. However, constraints such as time limitations, scheduling conflicts, and teacher shortages hinder their ability to commit to these programs fully.

Several education programs in other countries, like the international training program in Turkey and the United States, have provided prospective teachers with valuable teaching and cultural experiences. Prospective teachers reported improved professional and personal teaching skills after a structured training period. While such programs appear beneficial for pre-service teachers, implementing comprehensive education programs for all students is challenging due to limited institutional resources (Ateskan, 2016). Therefore, effective programs should ensure that all students acquire leadership skills before entering the teaching profession.

Caza and Rosch (2016) highlighted the importance of nurturing future leaders, emphasizing the development of leadership beliefs among university students. Their research analyzed students' beliefs across various institutions, revealing that students perceive a leader as open, serving the community, respecting values, and being adaptable to change. They underscored the significance of instilling such beliefs in students to foster future leaders despite the challenges of changing the educational organizational structure at the university level.

In a related study, Ferreira et al. (2015) focused on university pre-service teachers, suggesting the need for changes in teaching practices. They proposed incorporating new programs or courses that include the latest teaching and learning pedagogy. Therefore, pre-service teachers need to develop leadership beliefs at the university level, enabling them to be better prepared for their future careers as teachers. Hence, leadership skills are crucial in helping teachers effectively meet the challenges and fulfill their responsibilities. A study by Siva Rabindarang, Khuan, and Khoo (2014) found that teachers in technical and vocational education who practice distributive leadership can reduce work-related stress.

Moreover, transformational leadership has positively impacted the creation of a high-achieving school culture (Yaakob et al., 2022). Leadership practices among teachers can contribute to achieving excellent quality work aligned with each school's vision and mission. Moreover, pre-service teachers can also develop and practice leadership skills to confront leadership challenges within or outside the school environment.

Additionally, the involvement of mentors and coaches is crucial in enhancing the capabilities of novice teachers. According to Dadds (2014), the perception of collaborative learning among mentors is strongly associated with the mentee's relationship with fellow colleagues. This assertion is further supported by Cooper et al. (2016), whose survey indicated that mentor teachers assist novice teachers in enhancing student learning. Hence, teachers should be ready and willing to collaborate with mentors to effectively benefit from mentorship programs, starting from their pre-service teacher training.

Pre-service teachers should also be prepared to engage in school organizations and policies and contribute meaningfully. In this regard, leadership helps teachers expand and deepen their expertise, as it is also a teacher's responsibility (Gielen & Chloe, 2014). A study by Nor Asma Sheirnawani Abdul Rahman et al. (2015) has identified four critical aspects of teacher leadership practices: i) facilitating improvements in teaching and student learning, ii) developing school organization through management and administration, iii) enhancing relations and collaboration with various stakeholders, and iv) serving as a role model and leader. Consequently, these elements have been integrated into developing a leadership module for pre-service teachers.

D. The Role of Teacher Education Program in Enhancing Pre - Service Teacher Leadership Potentials

Preparing future teachers to be effective educators is a challenging task. Teacher trainers must create meaningful learning experiences that blend content and teaching methods to develop twenty-first-century skills and adapt to evolving technologies. The success of these future educators depends on the quality of their training and preparation today (Gurgenidze, 2018; Uslu, 2020; Uslu, & Ersan, 2020).

Moreover, pre-service teachers' ability to teach well during their training in schools shows how well they learned to be teachers before. Being good at leading and managing work affects how well pre-service teachers teach during training and what they hope to achieve in their careers (Reeves & Lowenhaupt, 2016). So, programs that train teachers need to help preservice teachers learn to lead in teaching. This can help them make the most of their abilities and grow quickly in their careers to become excellent teachers (Suhre et al., 2022).

Additionally, as stated by Bond and Sterrett (2014), it's best for teachers to learn how to lead while they're learning how to teach. Teacher training programs are good at teaching about teaching methods. Teachers who frequently exhibit leadership qualities can be easily identified as teacher leaders in their institutions due to their demonstration of various pertinent traits (Levin & Schrum, 2016).

Teachers often talk about how they learn new roles by just doing them, which makes us question if current teacher training and professional development programs are effective (Nasser, 2017; Nguyen & Hunter, 2018). There is also debate on whether teacher training programs should include leadership training. According to Darling-Hammond (2016), in order to enhance teacher leadership abilities, student teachers need to undergo specialized training programs such as university degrees or professional development courses. These specialized training programs aim to cultivate teacher leadership by enhancing the student teachers' confidence, developing their expertise, and offering them opportunities to take up more significant responsibilities for schoolwide leadership. Various research studies have highlighted the existence of education programs that aim to enhance the leadership abilities, knowledge, and identities of teachers (Carver, 2016). Hansen-Thomas (2018), asserts that teacher preparation programs have the ability to provide specific and clearly defined opportunities that can help student teachers develop a positive self-perception in leadership positions.

Charles (2017), highlights the importance of a positive and encouraging school environment for the growth of student teachers' leadership abilities. According to Charles, student teachers require specific skills and capabilities to handle both teaching and leadership roles effectively. Therefore, university educators are advised to introduce the concept of leadership, encourage student teachers to consider their potential in leadership, and provide them with opportunities to develop their leadership skills. The transformation can only happen when teacher preparation programs take up this responsibility. "How much teaching can grow to include both teaching and leading roles could be vital for keeping this new generation of teachers" (Reeves & Lowenhaupt, 2016).

Reeves and Lowenhaupt (2016) proposed that teacher training programs should blend teaching and leadership experiences. They suggested that teacher educators should understand why trainee teachers want to teach and what they hope to achieve in their careers. By knowing this, educators can offer different kinds of training to help them become leaders. Additionally, Reeves and Lowenhaupt (2016) emphasized the importance of teacher training programs supporting trainee teachers' desire to be leaders, considering why they chose to become teachers in the first place.

The increase in service jobs means there is a need for many new skills that help people get and keep jobs. These skills, also called readiness skills, include things like problem-solving, decision-making, and communication (Apparaju et al., 2016). Going to university is important for getting ready for work (Mac Dermott & Ortiz, 2017). Also, doing work or internships while at university helps students feel more prepared for their careers after they graduate (Karakose et al., 2021).

If teacher training programs teach trainee teachers how to be leaders before they start teaching, these new teachers will feel confident early in their careers to take on leadership roles. This means they can lead well both inside and outside the classroom, which helps students succeed and improves teaching. They will feel happy in their jobs, help make schools better, and create a positive environment for learning (Pucella, 2014). It is crucial to conduct sessions aimed at boosting the self-esteem of student teachers, as it helps them improve their abilities like communication, self-assurance, and problem-solving. This approach is a cost-effective way to raise the quality and productivity of the workforce (Whitaker, 2018).

E. Pre-Service Teachers' Participation to Leadership Organization

Student organization are very important in universities. They help students become leaders who can make good changes in their careers and communities after they graduate (Lucas et al., 2017). These organizations also make college better by getting students more involved, both on campus and in the community, and by helping them learn more (Foubert et al., 2016).

Furthermore, in education, student organization show future teachers what it's like to be a real teacher, help them keep learning, and let them meet other teachers and experts Roberts et al. (2017). They also help future teachers learn how to lead, which they will need in their classrooms and schools later on (Sterrett, 2016).

Being involved in leadership organizations and activities is how teacher leaders start their roles, but how they see themselves as leaders is also important. This idea of identity, which is about how teachers view themselves as leaders, is crucial in understanding how teacher leadership develops (Sinha & Hanuscin, 2017; Swanson et al., 2017). For new teachers, understanding their perception of teacher leadership is vital because it helps them see how their knowledge and skills shape their leadership roles and how they can become emerging teacher leaders (Komives et al., 2015; Lord & Hall, 2015). Sinha & Hanuscin (2017) studied how teachers see themselves as leaders and how this relates to their views and actions as teacher leaders. They discovered that as teachers got more involved in leadership activities, their sense of being a leader grew stronger. This growth in leadership identity also helped teachers become more confident in their teaching over time.

III. Methods

The research employed a quantitative survey design, incorporating a descriptive-correlational design approach to thoroughly examine pre-service teachers' perceptions of their readiness to assume leadership roles within the teaching profession.

A. Participant

The primary participants of the study were third-year Bachelor of Elementary Education students from the College of Education at Caraga State University-Main Campus. The third-year level comprises one hundred-six (106) officially enrolled pre-service teachers. Using a sample size calculator, 84 BEEd pre-service teachers were identified as the study participants.

B. Data Collection

The researchers asked permission from the College Dean, the Chairperson, and the participants before administering the survey. The survey was created to collect essential data and tested beforehand to ensure that the responses obtained are clear, understandable, and reliable. The participants were informed about the purpose of the study and assured that their responses were kept confidential. After completing the survey, the responses were collected, organized, and statistically analyzed to generate valuable insights and conclusions.

IV. Results

Problem 1. Participants' Profile in terms of Sex, No. of Leadership Training Attended and Type of Student Organization.

Table 2
 Profile of the Participants (n = 84)

Category	Variables	Frequency	Percentage (%)
Sex	Male	8	9.41
	Female	76	89.41
No. of Leadership Training Attended	0-3	77	90.59
	4 and above	7	8.24
Type of Student Organization	None	2	2.35
	Sorority	1	1.18
	Service-Oriented	66	77.65
	Religious	11	12.94
	Service-Oriented and Religious	4	4.71

It is evident from the data

presented in the table that most participants, 77 in total, had attended between 0 to 3 leadership training sessions, constituting approximately 90.59% of the total sample. Conversely, a smaller group of participants, totaling 7 individuals, had reported attending 4 or more leadership training sessions, making up about 8.24% of the total sample.

Problem 2. Level of Appreciation of the Pre-service Teachers on their Teacher Education Program for Leadership Roles and their Readiness of Becoming Teacher-Leaders

Table 3
 Mean distribution of the participants' appreciation of the teacher education program for leadership role

Indicators	Participants' Appreciation		Interpretation
	Mean	Description	
1 I believe that the teacher education program adequately equipped me with the necessary knowledge and skills for assuming leadership roles in education.	4.54	Strongly Agree	Indicates a very high level of appreciation
2 I believe that I received sufficient training and guidance on effective communication strategies to lead educational initiatives.	4.08	Agree	Suggests a high level of appreciation
3 I believe that the program provided opportunities for practical experience in leadership roles within educational.	4.43	Agree	Suggests a high level of appreciation
4 I believe that the program provided opportunities for reflection and self- assessment regarding my leadership skills and abilities.	4.39	Agree	Suggests a high level of appreciation
5 I received training on effective collaboration and teamwork skills necessary for educational leadership role.	3.99	Agree	Suggests a high level of appreciation
6 I believe that the program fostered a supportive and inclusive learning environment conducive to leadership development.	4.43	Agree	Suggests a high level of appreciation
7 I received mentorship and support from faculty members regarding my development as a leader in education.	3.81	Agree	Suggests a high level of appreciation
8 I feel that my teacher education program has effectively prepared me for assuming leadership roles in education	4.29	Agree	Suggests a high level of appreciation
9 I believe that the program encouraged critical thinking and problem-solving skills relevant to leadership roles	4.46	Agree	Suggests a high level of appreciation

10	I believe that the program encouraged continuous reflection and growth as a leader.	4.46	Agree	Suggests a high level of appreciation
	Overall Weighted Mean	4.29	Agree	Suggests a high level of appreciation

On the other hand, indicator 7 which states, “I received mentorship and support from faculty members regarding my development as a leader in education, obtained the lowest mean of 3.81, suggesting a high level of appreciation remark. This calls for constant mentorship among the CEEd faculty and pre-service teachers to further develop their leadership skills.

The overall weighted mean of the participant’s appreciation for the teacher education program for leadership roles is 4.29, indicating a high level of appreciation for the program. This implies that the pre-service teachers find the elementary education program valuable and effective in meeting their needs or expectations for leadership roles.

In support of the antecedent claim, some contextual elements that foster teacher leadership include the presence of trust, the freedom for open communication, and the presence of procedures that reflect agreed-upon teaching values and a shared vision. Teacher leadership necessitates structures that promote teacher-driven, contextualized professional development, collaboration, and reflective practice.

Furthermore, with the aforementioned claim, Ryan (2017) concluded that teacher preparation programs and faculty members can help pre-service teachers understand the opportunities that come with being a teacher and the various formal and informal ways teachers can develop their leadership skills, knowledge, and dispositions.

Problem 3. Significant difference in the participants' level of appreciation on readiness in terms of teacher education program for leadership roles and readiness of becoming a teacher-leader when grouped according to profile

Table 5

Significant difference in the participants' level of appreciation on readiness in terms of teacher education program for leadership roles and readiness of becoming a teacher-leader when grouped according to profile

Category	Variables	F-value	P-value	Remarks
Sex	Male			Not
	Female	2.433	.594	Significant
No. of Leadership Training Attended	0-3			
	4 and above	3.611	.010	Significant
Type of Student Organization	None			
	Sorority			
	Service-Oriented			
	Religious			
	Service-Oriented and Religious	4.818	.001	Significant

Significant at 0.05 level (2-tailed)

Furthermore, it can be gleaned that a p-value of .001 indicates a significant difference in the participants' readiness level based on the type of student organization they joined. It suggests that the perception of pre-service teachers regarding the type of student organization they joined varies.

Rosch and Stephens (2017) suggest that participation in student associations can help individuals acquire skills that contribute to their leadership development. Taking on responsibilities within these associations allows students to create opportunities for self-improvement, ultimately developing effective leadership skills.

V. Conclusion

The study revealed a strong level of appreciation among third-year BEED pre-service teachers towards the teacher education program for leadership roles. Participants generally agreed that the program effectively prepared them for leadership roles within the educational context.

Similarly, the study indicated a notable readiness among pre-service teachers to assume teacher leadership roles. Participants were favorable toward leadership responsibilities, indicating preparedness to contribute meaningfully to educational leadership initiatives.

Significant differences in appreciation and readiness levels were observed across various demographic profiles. While pre-service teachers' perceptions in terms of sex remained consistent, there was variation in the participants' perceptions of the number of leadership training sessions attended and the type of student organization joined.

The study found a significant relationship between participants' appreciation of the teacher education program for leadership roles and their readiness to take on such roles. Therefore, the null hypothesis was rejected, indicating that there is indeed a strong association between the teacher education program's emphasis on leadership and participants' readiness to assume teacher leadership roles.

Moreover, the study underscores the importance of effective teacher education programs in nurturing future educational leaders. By fostering appreciation and readiness for leadership roles, these programs are pivotal in equipping pre-service teachers with the skills and mindset necessary to drive positive change within educational settings.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are drawn:

1. Pre-service teachers at Caraga State University's College of Education are encouraged to engage actively with the teacher education program to develop their leadership roles. They are advised to take advantage of opportunities for professional development and seek out experiences that cultivate their leadership skills, such as involvement in student organizations related to education and participation in leadership training sessions.
2. The College of Education may continue to prioritize the integration of leadership development components within its teacher education program. This could involve enhancing existing courses or incorporating specialized training modules on leadership competencies. Additionally, the college should facilitate opportunities for pre-service teachers to apply their leadership skills in practical settings, such as through internships or service-learning projects.
3. The Faculty members within the College of Education may actively support and mentor pre-service teachers in their journey toward leadership roles. They can provide guidance, resources, and feedback to help students develop their leadership potential. Additionally, instructors should model effective leadership behaviors and create a supportive learning environment encouraging exploration and innovation.

4. School administrators may recognize and support the leadership aspirations of pre-service teachers. They can provide opportunities for students to shadow experienced educators, participate in leadership committees, or take on leadership roles within the school community. By fostering a culture of leadership development, administrators can contribute to the growth and success of future educational leaders.

5. The intervention material may significantly benefit pre-service teachers by offering essential guidance, resources, and inspiration to develop their leadership skills, thus empowering them to become confident and effective educators in the future. Given its comprehensive approach and practical insights, utilization of this material is strongly recommended to support pre-service teachers in their journey towards assuming leadership roles in education and making a positive impact in their respective teaching careers.

6. Future researchers may build upon the findings of this study by exploring additional factors that may influence pre-service teachers' appreciation and readiness for leadership roles. This could include investigating the impact of specific programmatic interventions, exploring the role of mentorship in leadership development, or examining the long-term outcomes of pre-service teachers who go on to assume leadership positions within the field.

Conflict of Interest

The authors declare no conflict of interest.

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