Key Focus Areas for Enhancing Interpersonal Leadership Practices among Teachers: Insights from Teachers and Experts

Arjun R.S. and Bindhu C.M.

Abstract

Several academic fields including philosophy, psychology, and education discuss interpersonal leadership. It is also a popular concept in the scenario of self-transformation of ideas for getting desired outputs in the life of Modern Man. As times change, approaches to understanding this term are updated, and suitable relearning becomes necessary. As the world is functioning as an era of specialisations, concepts like interpersonal leadership must be transacted appropriately, fitting individuals in their respective areas of expertise. According to Covey (2013), the principles of interpersonal leadership are one of three key dimensions that an individual must be aware of in order to evolve from a state of independence to interdependence and attain public victory. Some theories consider interpersonal leadership as a single explorative idea, and some accommodate it as a part of more prominent themes or as a structure of different perceptions. Awareness about six paradigms of human interaction and five dimensions of Win/Win, namely Character, Relationships, Agreements, Supportive Systems and Processes, are connected with Interpersonal Leadership. Primary school teachers can mould the next generation by preparing with a scientifically guided attitude on interpersonal leadership practices, if they come to grasp its the importance. The present study aims to find the specific areas for enhancing interpersonal leadership practices relevant to teachers and student teachers. This investigation includes experiences, insights, suggestions from present primary school teachers and experts, and themes identified from related research documents.

Keywords: *Interpersonal Leadership*

Introduction

Efforts to search for the posibilities within individuals to create productive spaces for themselves and others were always part of educational research. Unlike the old days when lesser possibilities for individuals for creative participation existed, education systems in the world have now started considering each individual as a potential source for effective contributions. Interpersonal relationships, awareness about various human interactions and interpersonal leadership strategies have started contributing to several team tasks, creative collaborations leading to paradigm shifts in several life areas, including science, technology, business, politics and arts. In the last few decades, it has started spreading among more people to create an effect not only at a global level but also at a local level.

Interpersonal leadership typically involves communication and tasking others with work, empowering and participating in decision-making, follow-up and giving feedback, providing support, development and taking an interest in others' careers, as well as encouraging collaboration with colleagues and teamwork (Zander, 1997). It also involves delegating, empowering

and promoting collective decision-making; recognizing, supporting and developing others; understanding, caring and consideration of others; facilitating and encouraging teamwork; and communication and information dissemination. All these are behaviors classified under interpersonal leadership (Zander, 2020). Interpersonal leadership is about leading other people, and the challenge is how to enable and empower them to do their absolute best to realize a shared purpose and reach common goals (Bradt, 2020).

In the context of political science, transformational leadership is represented as the phenomenon of encouraging people to achieve goals with values, fulfilling the needs of followers and leaders (Kessler, 2013). Transformational leaders motivate their followers to pursue their higher needs (Jung, 2001). Interactional justice is defined as the degree to which the people affected by decision are treated by dignity and respect (Schermerhorn, 2003). Interpersonal leadership is a relatively new term in the leadership literature, which has emerged as a higher order concept of transformational leadership combining characteristics of transformational leadership and interactional justice (Hansen et al., 2014).

According to Covey (2013), Principles of Interpersonal leadership are one of the three key dimensions of awareness of an individual to evolve from a state of independence to interdependence. Principles of empathic communication and principles of creative cooperation are the other two dimensions. Some theories consider interpersonal leadership as a single explorative idea, and some accommodate it as part of more prominent themes or a structure of various perceptions. Life practices based on the Habit 'Think Win-Win', and awareness about six paradigms of human interaction and five dimensions of Win/Win, namely Character, Relationships, Agreements, Supportive Systems and processes, are connected with the term Interpersonal Leadership. Integrity, maturity and abundance mentality are three traits that are a part of the dimension of

Character. The relationship dimension on the trait emotional account and can lead transactional leadership to transformational leadership. Desired results, Guidelines, Resources, Accountability and Consequences are the elements of the dimension of agreements to be formulated. In this a . Win-win Management training and performance agreements can be also included. Supportive Systems and processes have to be organized by recognizing and taking account of situation of the both sides, their needs and expectations and taking necessary steps in each phase with a sense of mutual growth. Individuals habits like being proactive, beginning with the end in mind and putting first things first can use of practices from the paradigm of principles of interpersonal leadership mean more systematic.

Need and Significance

Leadership educators are encouraged to adopt, or adapt, the proposed model when educating about interpersonal leadership. For example, a comprehensive model may serve as an appropriate guide for developing a semester long undergraduate curriculum. Alternatively, a purposive selection of a particular content area, such as motivating others, may be helpful when conducting non-formal education with professional audiences (Lamm et al., 2016). The culturally endorsed ideal leadership prototypes have over the years moved into numerous other areas of research, such as communication, corporate social responsibility, education, ethics, entrepreneurship, and sustainability, demonstrating the value and viability of interpersonal leadership. Scholars thus continue to build and broaden our knowledge base of cross-cultural leadership and provide more detail on the concepts and contingencies that surround various types of interpersonal leaderships (Zander, 2020).

Democratic values, sustainable development and an inclusive world, will be evolved through participatory approaches of individuals. This will be manifested when each individual or each citizen takes responsible initiatives for

interpersonal leadership. Habits like Win-Win have to be integrated as part of life to see an increase of participatory efforts by people in the coming decades. This can happen through primary school teachers who work with the next generation in their classroom at a very young age. Since practices like this requires genuine understanding and patience to be part of the lifestyle, preparing modules for future primary school teachers can be productive when the future is considered. Opinions, experiences and observations of experts and primary school teachers can be included along with theoretical resources to prepare a more open and pragmatic module. The process of this investigation can help for developing and execute the module more effectively. This study is an attempt to bring some insights to add to the Teacher education curriculum of future primary school teachers which may later reflect in the school curriculum.

Methodology

Objective

To identify dimensions of the interpersonal leadership practices suitable for prospective primary school teachers

Sample

- Seventeen experts, including four clinical psychologists, four senior researchers in education, three senior researchers in management and six teacher educators.
- Twenty-seven teachers from primary schools follow that the Kerala State syllabus.

Tools used

1. Semi-structured Interview schedule for experts on interpersonal leadership perceptions
2. Semi-structured Interview schedule for primary school teachers on interpersonal leadership status

Techniques used for Data Analysis

- Content Analysis
- Thematic Analysis

Procedure

23 documents, including five books, and investigated 26 research documents were referred to plot the codes and themes needed for module preparation based on the content analysis. The interview schedule on the interpersonal leadership status of primary school teachers was prepared based on research articles relevant to the field of study, policy documents published at State, national and international levels, and on discussion with various experts in the sector of general education and teacher education and researchers. 14 questions with the options of adding individual opinion and extra remarks were included in the schedule. An interview schedule on the interpersonal leadership perceptions of experts was prepared based on the discussions with the experts in educational research and research articles related to the field of study.

Seventeen experts, including four clinical psychologists, four researchers of education, three researchers from field of management and six teacher educators, were interviewed. The researches of this study explained the concept of interpersonal leadership based on Stephen R Covey to the respondents and sought their views on the most important areas to be addressed in connection with interpersonal leadership skills and habits to be developed in primary school teachers and in prospective primary school teachers for effective functioning of the schools. Experts were asked to respond with their knowledge and experiences. Interviews were interactive and the researcher sought clarity for deriving connections to the view of research objectives. Questions concerning the daily life of a primary school teacher, activities in a primary school classroom, challenges in dealing with young children, school

administration, theoretical aspects of school and teacher, the balance between personal and professional life and achievement of curricular objectives were discussed from the perspective of interpersonal leadership.

In primary schools, Classroom, staffroom, staff meetings, parent -teacher association meetings, interactions with local self-governing bodies and many other connected scenarios require competencies and skills which are in alignment with the ideas of interpersonal leadership. Wherever a collective effort of more than one individual becomes important for achieving the mission of an educational institute, a set of logically derived principles related to interpersonal leadership can be supportive of effective results and smooth conduct. Primary school teachers who face situations require teamwork daily and the insights and awareness of challenges gained out of individual experiences in real school scenarios can be very useful from the point of view of molding next-generation teachers.

Twenty-seven primary school teachers were interviewed, and audio recordings of the interviews were transcribed to identify the codes. Questions related to practical challenges faced in the daily life activities of a teacher were asked. Situations, where significant interpersonal leadership capacity was required in life and school environments, were part of the interview schedule. Information about the areas in life that required teamwork and mutual understanding with other individuals was noted. Specific skills, competencies and abilities required to overcome the challenges faced were asked through this semi-structured interview schedule. Family, classroom, staffroom, interactions with the parents of students and other officials representing various government bodies including local self-government were the situations reported by teachers and further detailed enquiries on their responses are asked based on the area specified by individual teachers. Specific recommendations and suggestions helpful

for future primary school teachers and other teachers were included.

Codes were identified based on content analysis and interview responses. Based on these codes, dimensions are identified and labeled as themes. Various Interview responses from experts and teachers were noted and responses connected with similar events, experiences, ideas, concepts and suggestions are grouped as a single code. Few codes connecting to a common concept were identified and that concept was termed as a theme and in the context of this study it was considered as a dimension. The inductive thematic analysis process was used for the identification of dimensions and reflective thematic analysis was executed. The six phases of reflective thematic analysis (Braun & Clarke,2022) are as follows:(1) Familiarisation with the data set (2) coding (3) generating initial themes (4) developing and reviewing themes (5) refining, defining and naming themes (6) writing. In this research investigation, thematic analysis steps were organised based on the above six phases and changes were made based on the nature of this study.

Results and Analysis

Codes and themes identified based on each tool is listed below.

Content Analysis

Five themes were identified where each theme was selected based on several codes.

Table 1: Codes of the theme: Paradigms of human Interaction

Codes	Theme
Win-Win	
Win-Lose	
Lose-Win	Paradigms of Human Interaction
Lose-Lose	
Win	
Win-Win or No Deal	

The theme Paradigms of Human Interaction were based on six codes in Table 1. Codes

under this theme were identified from the chapter related to principles of interpersonal leadership from the book of Stephen R. Covey (2013). These codes were related to the mindset of individuals while interacting with others. When a person alone or in a team deals with one or more individuals or in a group, the selection of human interaction can be vital and based on the requirements, one may choose the appropriate type of interaction. Win-win deals are the type of interaction where both sides of the interaction are aiming for the victory of both sides. Win-win type interactions are the most useful interactions in the context of interpersonal leadership. A mathematics teacher and a physical education teacher in a class must work together to achieve the goals by understanding each teacher's specific curricular objectives while working together for common curricular objectives. Attitude of thinking of win-win interactions will help to create such interactions in school scenarios. In a competitive sports item like a final game in football, win-lose can be a suitable interaction where one has to score a goal and stop the other team from scoring a goal in their post. In a father-child relationship, a lose-win interaction can be helpful in scenarios where parents have to sacrifice time or other priorities to provide extra attention to the child. Lose-lose interactions are normally a negative type of interaction where both sides of the interaction will face troubles in the mission. But in the case of removing unhealthy objectives or self-destructive tasks, it happened to be positive in a larger perspective. Win-type attitudes in interactions are good for achieving tasks where an individual alone is responsible for the outputs. Improving the health conditions of a person by committing to regular physical exercise does not have a role in the hands of other individuals.   However, that person will have to give priority to that task by communicating the importance of it to others and may have to create schedules where other individuals are involved in such a way that daily physical exercises are not disturbed which leads to personal win in

the aspect of health. Win-win or No deal-type interactions are useful while making decisions like choosing a life partner for marriage where the couple find both cannot win together then drop the idea of being together. It will be very helpful if teachers are aware of various types of human interactions and how they help while working together or alone.

Investigating about direct and indirect styles of human interactions and interpersonal relationships along with connected theories were part of educational research activities for decades. (Berne,1964; Hayes, 2002). When analysing from the perspective of teamwork, the outcome of any interaction is bound to win or lose based on the objectives selected by the team. The success of the interaction of a team member will be interpreted based on how that interaction supports the objective of the team. In the larger context, there are situations where it is not possible to label the impact of an interaction as success or failure, it can be relative or unknown. The possibility of breaking a larger context into small segments till deriving a context of interpretation in terms of win-lose or success-failure is the reason behind choosing these six codes.

Table 2: Codes of the theme: Dimensions of Think Win-Win

Codes	Theme
Character	
Relationships	
Agreements	Dimensions of Think Win-Win
Supportive Systems	
processes	

The theme Dimensions of Think Win-Win is based on five codes in Table 2. These codes are related to the various dimensions to be considered while interacting through the habit of Think Win-Win. Out of the various other codes mentioned in Table 1, Win-Win can be an appropriate mindset from

the view of interpersonal leadership. When deciding to have a Win-Win approach with another individual or group, it can ensure that the approach is maintained in the five dimensions mentioned in the codes in Table 2. Clear communication of expectations in character, Relationships and Agreements from both ends can strengthen the win-win platform. Supportive systems like training and facilities have to be arranged to benefit all stakeholders. Administration, steps, development and evaluation of the process have to be interacted well with a proactive attitude by seeing the outputs in mind based on priorities. The above codes are illustrated by Covey (2013) in his famous book Seven Habits of Highly Effective People.

DuBrin (2017) shared views on dealing effectively with people, by including the areas related to communication in the workplace, effective leadership and teamwork. Concepts mentioned as part of this theme can be connected directly with several ideas mentioned in his books about human relations for career and personal success.

Table 3: Codes of the theme: Learner and Learning

Codes	Theme
Learner as Individual	
Learner in group	
Classroom strategies	Learner and Learning
Learning activities	
Content Transaction	
Assessment	

The theme, Learner and Learning, is based on five codes in Table 3. Knowing the factors related to the psychology of learners and learning is essential while dealing with young kids at schools. A conscious choice of acts with affection is necessary while designing tasks inside and outside the classroom. Inclusion of insights like content to be transacted among primary school students, consideration of development and growth and awareness about classroom

dynamics have to be part of the interpersonal leadership paradigm of a primary school teacher aspirant. Unlike normal human interactions, interactions that happen in a learning environment require consideration and awareness of several psychosocial factors. Codes of this theme are derived from various teacher education curricula and syllabi of educational psychology and related subjects. (State Council of Educational Research and Training Kerala [SCERT Kerala]., 2018; University of Calicut., 2017; University of Calicut., 2021; National Council of Educational Research and Training [NCERT]., 2016.)

Table 4: Codes of the theme: School Management

Codes	Theme
Relationship with other Teachers and staff	
Relationship with Parents	
Relationship with Higher authorities	School Management
Relationship with School Authorities	
Relationship with society	
Utilisation of facilities	

The theme, school management, is based on six codes in Table 4. School is an educational environment with an institutional structure which requires management skills and competencies. A teacher has to engage with various stakeholders and administrative structures proactively. Effective organising for the benefit of learners and learning, requires abstract and concrete interpersonal leadership practicing attitude. These codes are derived from the subjects related to educational management and the curriculum of various teacher education programmes. (NCERT., 2005; NCERT., 2023; SCERT Kerala., 2018; University of Calicut., 2017; University of Calicut., 2021.)

Semi-structured interview schedule for experts on interpersonal leadership perceptions

Table 5: Codes of the theme: School Management

Codes	Theme
Interpersonal relationship	School Management
Effective Communication	
Personal vision	
Team spirit	
Administrative Awareness	
Democratic discussions	

The theme of School Management is constituted based on six codes given in Table 5. According to experts, school management plays a vital part and requires awareness. Life skills like Interpersonal relationships and effective communication, which require patient listening, empathy and respect, are unavoidable in making things happen in schools. Awareness about laws, legalities and functioning of educational institutions is helpful to understand the scope and limitations of a school system. Space has to be created for expressing, criticism, creative thinking and brainstorming in a team environment theme.

Experts emphasised the importance of maintaining healthy relationships with persons connected with the school, conscious choices of healthy styles of relationship with them and adopting a clear and constructive communication strategy for that purpose. The teacher must become aware of their vision of education, learning, teaching, and the school. They also have to learn how their vision conflicts with and integrates with the vision of the curriculum and practice intervening in school activities. It also highlights the need to apply interpersonal leadership principles in different ways in the school context. It is necessary to organise training for teachers by understanding that interpersonal leadership practices are naturally needed in institutions which follow the principles of democracy completely or partly.

Table 6: Codes of the theme: Dimensions of Think Win-Win

Codes	Theme
Personal leadership	Dimensions of Think Win-Win
Understanding roles	
Executionof team work	
Auditing of the objectives	
Auditing of the process	
Identification of the possibilities in each member	
Indentiifcations of demerits of the team	
Acknowledging the efforts	

The theme Dimensions of Think Win-Win is constituted based on eight codes given in Table 6. Areas in a team activity in which each team member has to ensure they will be achieving their aim parallel to the aim of team members and team is suggested by experts are mentioned as codes. Suppose two teachers are doing a group activity together, each teacher has to ensure the space for committing individual responsibility for both to achieve the team goals as well as individual goals from that team effort. Similarly,each teacher has to take the initiative to ensure that both understand the roles clearly, can execute work, achieve individual objectives, audit their progress, understand each other's possibilities in achieving outcomes, understand the strengths and weaknesses of the team and can acknowledge each other's efforts. This practice is supposed to happen first internally in the mind of an individual teacher while doing a team activity. If all the members in the group activity have this attitude internally and practically, better

results will be reflected. Keeping an attitude of winning along with the individual victory of each team member while achieving a common goal together is the essence of the Think Win-Win habit and the core of the idea of interpersonal leadership.

Table 7: Codes of the theme: Quality personal life

Codes	Theme
Health factors	Quality personal life
Emotional Well Being	
Family goals	
Parenting responsibilities	
Time management	
Identificatiocn of personal goals	

The theme Quality of Personal Life is based on six codes in Table 7. Giving attention to physical health, mental health, smooth conduct of family responsibilities, role as a parent and harmony between personal and professional life can be complimentary for the performance in school or institute. Time management and personal management activities of teachers will have to be more flexible, creative and innovative for developing a quality personal life.

Table 8: Codes of the theme: Teacher-Student Relationship

Codes	Theme
Classroom management	Teacher-Student Relationship
Understanding Student's objectives	
Understanding Curriculum objectives	
Selection of suitable strategies	

The theme Teacher-Student Relationship is constituted based on four codes in Table 8. Experts suggest being aware of the objectives of various aspects of learning and selecting pragmatic strategies accordingly is vital to the success of interpersonal leadership practices in the classroom. Interpersonal leadership practices must be sharpened well enough to implement the curricular principles effectively with students. Nature, age, developmental stages, emotional patterns, momentary requirements in the learning environment and personal goals of students have to be considered.

Semi-structured interview schedule for primary school teachers on interpersonal leadership status.

Table 9: Codes of the theme: Relationship with Colleagues

Codes	Theme
Consideration	Relationship with Colleagues
Respect	
Mutual Understanding	
Recognition	
Team spirit	
Online communication	

The theme, Relationship with Colleagues, is based on six codes in Table 9. Teachers reported considering the importance of self-respect and emotional consideration among teachers for the smooth functioning of the school. Online communication and interactions must be made with the intention of true team building. Small efforts and contributions of all members have to be recognised for executing in win-win practice in its true sense. Teachers shared the incidents which created misunderstanding between teachers in the staff room, staff meetings and team tasks due to a lack of mutual understanding. Teachers shared various incidents about how healthy bonds between teachers can create worthy outputs and how unhealthy patterns can influence the school environment. Students of the school winning various prizes in school youth festivals, science exhibitions and sports as a result of extraordinary unity and team spirit

among the staff is one example of a positive story. Open interactions without valuing the efforts of other teachers in staff meetings caused the creation of unhealthy groups among teachers, and created confusion in class timetables, an incident shared by a teacher, is an example of a negative story.

Table 10: Codes of the theme: Individual Transformation

Codes	Theme
Information sharing	Individual Transformation
Priority selection	
Skill development	
Training Programs	
Postive working environment	
Upadating	
Suitable opportunities	

The theme Individual Transformation, is constituted based on seven codes given in Table 10. Teachers require suitable information and training to get updated the way they want. Non-judgmental positive space is necessary for individual transformation. Training programs are useful, but sometimes not connecting at the individual level, and appear as if just part of the official schedule as per the opinion of some teachers. Directions for choosing priorities of objectives and actions to be implemented as an individual, as well as a teacher, can be made part of various training programs, especially in the in-service ones. A teacher reflected on her experience of how the techniques of self-development shared by a senior teacher in the school helped her to manage things well in school as well as at home effectively. She expressed the practical wisdom that such teachers and experienced persons have to be part of training programs to change the attitude of teachers.

Some teachers suggested that opportunities for advanced training programs conducted at International, National and State levels must be arranged for more teachers and for the teachers of different regions. An official system has to be created to share information about programmes with all teachers which supports the teachers to update themselves in specific skills and competencies and that platform can be used for planning and conducting innovative programmes for continuous professional development based on the direct needs and demands of teachers. Such teacher community platforms can conduct professional trips, specific talent nurturing of teachers and collaborative efforts of teachers of various schools or even various states as per the reflection of a teacher. Information technology support and updating related skills can be made more individualised so that a teacher can learn themselves and several times common information technology-related jobs in school become the duty of only a few teachers.

Table 11: Codes of the theme: Teacher-Student Relationship

Codes	Theme
Understanding Generation gap	Teacher-Student Relationship
Friendliness	
Child centeredness	
Child rights	
Curricular objectives	
Expectation of parents	

The theme Teacher-Student Relationship is constituted based on six codes given in Table 11. Generational changes in the attitude of students are visible often such that teachers are forced to change their communication strategies. A friendly approach is necessary to build proper communication with young minds in the age of social media. Clarity in actions is necessary to take corrective measures, pointing out the mistakes and criticising. Teachers require patience and

have to use effective communication skills. Primary school kids get influenced by media, cartoons and mobile phones and value changes happening in society. Teachers have to be watchful of these happenings and respond appropriately while transacting the curricular objectives. Child-centered attitude and selections of transacting methods in alignment with that are required in executing learning activities. Teachers of democratic countries have to deal with young minds with an insight to be made aware of child rights and citizen rights including the details of cyberspace. Awareness of conscious parenting, expectations of parents on their children, individuality of learners, uniqueness in abilities of individual primary school children and dealing with learning disabilities of kids are a few factors which display why a teacher has to master the art of relationship with students.

Table 12: Codes of the theme: Social Relationship

Codes	Theme
Interactions with parents	Social Relationship
Dealing with Management	
Social auditing	
In-service supporting programs	
Managing public programs	
Association with people of various category	

The theme Social Relationship, is constituted based on six codes given in Table 12. Inside and outside the school scenario, primary school teachers often deal with members of society including parents of students, members of local self-governing bodies, Old Student Association Members, Old Teacher Association members, Representatives of Management or Government authorities, citizens residing near the locality of the school and representatives of in-service training programs, courses, workshops and seminars. Social auditing responses of teachers and schools can be received in several interactions of these types. Sometimes public speaking skills are necessary to communicate the required message to the school and learners. Teachers reported incidents of how managing these situations went wrong and influenced the smooth conducting of the school system negatively for a few days.

Some teachers described similar types of events and few individuals in the community pointed out the social interaction incompetence of teachers and attempted to defame the image in unhealthy ways. The teachers shared examples of misunderstandings caused by social interactions that led to situations where the personal lives of students, teachers, and parents were criticised unacceptably. There have been situations where the objectives of education and teaching are misinterpreted and unscientifically criticized by the parents causing unwanted tension in the smooth conduct of the school. The teachers also shared situations in which teachers who are proficient in social interaction can intervene positively. The teachers described various situations in which they teachers were able to make positive interactions with the public eventually resulted in increasing the infrastructural facilities of the school, upgrading the school library, providing school uniforms, providing better food with the help of society, facilitating students' travel, removal of nuisance from anti-socials, and distribution of aid to students of poor families.

Conclusion

Table 13: Themes based on three different analyses

Content Analysis	Semi-structured Interview schedule for experts on interpersonal leadership perceptions	Semi-structured Interview schedule for primary school teachers on interpersonal leadership status
Paradigms of Human Interaction	School Management	Relationship with Colleagues
Dimensions of Think Win-Win	Dimensions of Think Win-Win	Individual Transformation
Learner and Learning	Quality Personal life	Teacher-Student Relationship
School Management	Teacher-Student Relationship	Social Relationship

Table 13 displays 12 themes that were identified using three different analyses. Dimensions of Think win-win, Teacher-student relationship and School Management are the codes present twice. Some codes have similarities in nature, even though they are viewed as different domains. Teacher-student relationship and learner and learning are two codes similar in the interaction between teacher and learner. Learner and learning are independent of identifying normal relationships as per the responses recorded from the interviews. Quality personal life and individual transformation are other sets which have similarities. Quality personal life emphasises the quality of personal being where, as individual transformation is looking forward to evolving as an individual. Even though health and emotional factors are associated closely with both, interpersonal leadership patterns act differently in both scenarios. Some connections can be found among the codes of School Management and Social Relationship as association with stakeholders is present in both.

While preparing a module for enhancing interpersonal leadership practices among D. El. Ed. students' insights and ideas, these twelve themes and seventy-one codes can be considered while doing the module, fixing the objectives and selecting the activities. Elements like Paradigms of Human Interaction, Dimensions of Think Win-Win and Learner and Learning must be introduced with a theoretical outlook. Quality personal life and individual transformation must be transacted as a practice of self-understanding. Other themes are connected with practical insights chained with real school experiences. All the themes suggest methods and approaches that scaffold creating self-awareness, perception changes, and integrating various sides of life and socio-emotional balance. Inputs can be identified from these findings and the process of investigation for implementation in Teacher Education curricula including D.El.Ed. and in-service programs for integrating the lessons of interpersonal leadership and similar topics.

Themes and Codes identified through this investigation reflect several scenarios where an individual teacher can apply principles of interpersonal leadership. The school environment is demanding competencies to deal with these key focus areas effectively. The synergy of wisdom based on theories, experts and experiences of teachers can give a better picture of how Continuous Professional Development activities of teachers have to be modified by integrating the awareness of human interaction styles. Unlike other professions, teachers have to be alert always about several psychological, curricular and pedagogical factors while applying any new ideas into their practices. Preservice programmes can be modified based on the insights presented in this study by promoting the practice of Think Win-Win habit in the interactions of student teachers.

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