

Enhancing Educational Leadership in Algeria

تعزيز القيادة التعليمية في الجزائر

Zohra Labed*

zohralabed28@gmail.com

Ecole Normale Supérieure d'Oran

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Abstract

Little attention has been paid to the national unification of curriculum so far at the level of Algerian Higher Schools of Education and how it should be addressed, despite the recurrent launch of ministerial decrees to serve this purpose. The present paper underscores the concept of educational leadership as a real-life skill that needs to be integrated throughout the national curriculum at these schools. It also attempts to justify why it is particularly necessary to be acquired by EFL pre-service teachers before graduation and developed during their in-service teaching career. Thus, the present objective is to shed light on the meaning of educational leadership, highlight the factors that are behind the emergence of educational leadership at these institutions, and demarcate its roles and their expected contribution to the personal and professional growth of the learner.

Keywords: educational leadership, pre-service teaching, in-service teaching, curriculum, skill

ملخص

اهتمت الوزارة في الجزائر بالمراسيم التعليمية، و ذلك قصد تلبية الأغراض و تجسيد الأهداف. و مع كل تلك الجهود لم يتم تحقيق فكرة التوحيد الوطني للمناهج التربوية و كفيّة معالجتها، وماتمّ بنسب قليلة و غير مرضية إلى حدّ بعيد. ونلمس ذلك على مستوى المدارس العليا للأساتذة في الجزائر. و منه جاء هذا البحث للتركيز على مفهوم القيادة التربوية، باعتبارها مهارة تتطلب منا الاهتمام بها وتوظيفها في جميع مناهجنا الدراسية، كما نحاول تعليل ضرورة استحضار هذه المهارة من قبل أساتذة اللغة الإنجليزية خاصة قبل التخرج و خلال التوظيف، وضرورة تطويرها خلال مسيرتهم التعليمية. ومنه فان هدف هذا البحث هو ضبط و تدقيق القصد من القيادة التربوية، مع إبراز العوامل المساعدة على تطويرها و تنميتها، وتحديد تأثيراتها في النمو الشخصي للمتعلم و المهني بعد تخرجه و ممارسته مهنة التعليم.

الكلمات المفتاحية: القيادة التربوية، الأستاذ قبل التخرج، الأستاذ الموظف، المنهاج، المهارة

* - Zohra Labed.

1. Introduction

Guidance is a natural predisposition to boost human performance. Leaders are usually the guiding source of effective productivity and are perceived as the top rank showing the key path to success. They provide emotional support and a comfortable working environment where they build trust and understanding through clear communication in a professional relationship. They assign roles to group members through fruitful mentorship and healthy vision, and thus incite them to fulfill tasks and responsibilities. Due the increasing challenges of globalization however, recent trends in leadership have led to a proliferation of studies in all domains including education. The key mission of the 21st-century higher education is to form students able to adjust to complex situations they will encounter throughout their individual and professional lives and who can become active and beneficial citizens in a more and more globalized world. Therefore, contemporary scholars highlight that the educational curriculum reorientation should integrate skills that will meet the students' future life needs and teach them to apply these concepts to real-world contexts. And, effective leadership is found at the top of the list of skills that enables them to pursue their goals.

In this work, I will take Algeria as an illustration. To improve the quality of education, the Algerian authorities have given special attention to Ecoles Normales Supérieures *Higher Schools of Education* where efforts are made to equip pre-service teachers (henceforth PSTs) with potential courses and field experiences skills before starting their in-service teaching career. One special issue currently addressed by the Algerian Ministry of Higher Education is the absence of a national curriculum model that could bring such institutions into union and collaboration. Syllabus decisions are made either administratively at the level of each institution or are assigned to educators individually within each school. A step forward has been taken to encourage these educators to join efforts to reach such a goal through ministerial projects. I have been one of the educators nominated as a member of the National Committee of Pedagogy according to the ministerial decree n°777 of June 30th, 2021. The establishment of this committee aims to facilitate contact between educators and examine the extent to which they could unify the curriculum among their schools by identifying the areas of convergence and divergence.

I suggest, as one area of common ground while designing the national curriculum, considering educational leadership as one 21st-century skill and how it could be acquired via teaching language (listening, speaking, reading, and writing) skills and content subjects throughout the cycle of Professeur d'enseignement secondaire (PES) *secondary school teacher*, a fact which is, yet, still under-researched in Algeria. The objective of this paper is:

- To explore, on the basis of scholarly literature, the meaning of educational leadership
- To display the factors that lie behind the development of educational leadership in the light of global education.
- To determine the roles and contributions of educational leadership that makes the learner grow personally and professionally.

I will attempt two main questions: how can an Algerian teacher be an effective leader? How can leadership enhance education in Algeria? I will try to tackle the effectiveness of

educational leadership mainly in association with emotional intelligence, intrinsic motivation, 21st-century skills, and resilience.

2. Educational Leadership: Definition

Individuals could be empowered within their groups when recognizing their roles and engaging in their organism duties. One form of empowerment is leadership which is “[t]he process-oriented, non-specific practices of challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart” (Klingborg et al, 2006. p, 281). At the level of educational institutions, it is one type that refers to the act of influencing others to achieve goals and necessitates actions. Educational leadership, however, is different from educational management which is an organizational hierarchy whereby executives, in education, are nominated as the ones responsible for the proper system running in their institutions where others take part (Connolly et al, 2017). Undertaking the responsibility of this kind is a state of mind and does not necessitate actions.

3. Teachers as Emotionally Intelligent Leaders

Educational leadership is either instructional or learning-centered. Instructional leadership makes the student learning take place via the teaching use of influencing activities, whereas learning-centered leadership aims at enhancing the student learning (Connolly et al, 2017). Influence is part of Emotional Intelligence (known also as Emotional Quotient or EQ) which is the ability to manage the self and relationships with others for the purpose of productive performance. EQ is composed of two constituents which could be intrapersonal (or personal) or interpersonal (or social). Self-awareness and self-management are intrapersonal constituents, while social awareness and relationship management are interpersonal constituents (Goleman et al, 2002). They all can be practiced and learned. Research on emotional intelligence has, in fact, emerged as a reaction to the long belief in the necessity for knowledge, intellectual abilities, highly technical skills, and perseverance for taking an academic or professional position. Today, these characteristics are no more seen as satisfactory for effective leadership without the presence of emotional intelligence skills (or competencies) and components.

Table 1: The 21 Competencies of Emotional Intelligence

Competencies	PERSONAL	SOCIAL
	<u>Self-Awareness</u>	<u>Social Awareness</u>
Identification	- Emotional Self-Awareness - Accurate Self-Assessment - Self-Confidence	- Empathy - Organizational Awareness - Service Orientation
	<u>Self-Management</u>	<u>Relationship Management</u>
Regulation	- Emotional Self-Control - Trustworthiness - Conscientiousness - Adaptability - Achievement Orientation - Initiative - Optimism	- Influence - Inspirational Leadership - Developing Others - Building Bonds - Teamwork and Collaboration - Conflict Management - Communication - Change Catalyst

Source: Adapted from Nadler (2011)

3.1. Self-awareness

Intra-personally, people seem to have little awareness of themselves. Developing self-honesty makes potential in-service teachers (henceforth ISTs) able to be aware of their moods, emotions, and drives and comprehend how the latter can have an impact on other individuals (see Goleman, 1998). Self-awareness can be actually seen as the cornerstone of emotional intelligence and one main condition for becoming a self-reflective leader in the classroom. However, some ISTs get so concentrated on their duties and tasks that they forget their self-focus side while their self-awareness aspects become the least of their worries. In fact, enhancing self-awareness is the key for promoting self-management, social awareness, and relationship management. Lack of self-reflection reduces confidence in the self and gives the feeling of being victimized under any criticism or possible conflict at work. Therefore, being aware of the self is crucial and possible if the IST is able to recognize the three self-awareness competencies (Goleman et al, 2002) which are as follows,

1. emotional awareness: the ability to recognize one's feelings and their effects.
2. accurate (realistic) self-assessment: the identification of one's strengths and weaknesses,
3. self-confidence: the feeling of possessing capabilities to perform in an effective way.

Being self-aware emotionally gives a clearer vision of one's feelings and allows taking a third person perspective on one's cognitive processes (Subramaniam, 2020). The growth of healthy emotional self-awareness leads the ISTs to accurately observe and assess themselves, a fact which makes their consideration of their areas of strengths and limitations significant in the classroom. They could detect where they exactly doubt themselves and learn how to reduce their negative feelings. ISTs' accurate self-assessment and their attempts to improve their limits lead them to stimulate positive professional growth and become more self-determined to re-question themselves unhesitatingly in the mid-course (Subramaniam, 2020). Self-confidence which is the last stage of self-awareness involves a strong sense of self-

reliance in recognizing one's value and potential. After recognition of the self, the next step for ISTs is to learn how to regulate themselves through self-management.

3.2. Self-management

We are exposed to being emotionally impulsive by nature. Although we cannot avoid this feeling, we can do much to manage it through self-regulation which is a continuous conversation with the self to deal with such impulsive emotions (Goleman, 1998). Self-regulated leaders often find ways to step backward, think it over, and control their negative moods by re-orienting themselves to become more beneficial and productive. Suppose that an IST has come today to give the feedback of an achievement test to his/ her learners who have not done well in it. S/he might experience disappointment, anger and /or distrust because of their poor performance and results. S/he could scream at the learners or just give them the results and leave the room without offering them the opportunity to detect their areas of weaknesses, leading finally to a conflictual situation that urges the administrative intervention. Self-regulated ISTs, however, can observe their own actual behavior and manage themselves.

They also encourage initiative to enhance problem-solving strategies in the classroom. Simple initiatives, like re-questioning their methods of teaching or admitting their mistakes publicly, can improve their trustworthiness in the sense that they become worthy of confidence among the learners. Moreover, they feel responsible for doing their teaching tasks carefully and show high conscientiousness in this sense. Self-monitoring is their emotional strategy in response to situational pressures and stressors (see Section 6). They can regulate their feeling to the diverse circumstances by adapting to challenges and staying flexible with ambiguities. They are optimistic leaders as they are persuaded that the learners have the potential to display better performance in the future. Their optimism helps develop their resilience (see Section 6) and affects the learners' motivation positively (see Section 4).

In other words, when self-regulation is missing, ISTs have more tendency to reject, what seems to them, negative information. But, if their self-regulation is highly developed, they offer more opportunities for freedom of speech, sharing responsibility, and taking initiatives. Their instructional leadership will become healthier and will operate hand in hand with flexible learning-oriented leadership being open to improvement.

3.3. Social Awareness

An IST who possesses social awareness recognizes others' emotions and drives, and understands how their moods, whether positive or negative, impact their behavior and thinking. One vital component of social awareness is empathy which makes the IST able to understand others' emotions at the moment of speaking and how they are actually thinking about someone or something. It is also the ability to put oneself in the speaker's shoes to see things more clearly from the latter's perspective. ISTs-leaders with highly developed empathy are able to identify learners who are different and those who are similar. They are skillful at valuing differences and similarities, learning from others, communicating, understanding unspoken rules in the classroom, meeting the learners' needs and the styles, and providing quality pedagogy. ISTs who lack empathy, however, do not listen (Covey, 2013;

Subramaniam, 2020) and are not able to get in touch with the learners properly. They neither recognize nor appreciate diversity of opinion. Listening is tightly related to empathy.

In reality, most people do not listen with the intent to understand (Covey, 2013; Subramaniam, 2020). They listen with the intent to talk and reply. Yet, empathetic ISTs are expected to be more persuasive and assertive educators who listen to gain knowledge, and also understand emotions, help construct trust and classroom collaboration. They reduce misapprehension with the learners and facilitate teaching. Less effective ISTs-listeners begin by taking a position and asking questions. Effective listeners are patient and thoughtful with the learners' intentions and let them speak their mind. According to Covey (2013), there are five levels of listening which are given in Table 2 as follows,

Table 2: Levels of Listening

Level	Interpretation
Level 1	Ignoring the speaker; not listening at all.
Level 2	Pretending to listen, but the IST is thinking about something else
Level 3	Performing selective listening: Listening only partially to what we hear
Level 4	Performing attentive listening: The IST listens to what suits his/ her own perspective, and neglects the implied meaning.
Level 5	empathic listening: seeking comprehension of the implied meaning; giving attention to the speaker's emotions.

Source: Covey (2013) & Subramaniam (2020)

As we have, today, numerous distractions (e.g. cellphones and digital devices), we frequently listen at Levels 1, 2, or 3 (Subramaniam, 2020). Level 5, however, is important for effective educational leadership as it tightens interpersonal relationships between the IST and the learners and creates a mutual trust and long-lasting contact. Empathetic listening is a skill and it is determinedly refined through practice.

3.4. Relationship Management

Social skills (see Section 5) are paramount for handling relationships and building networks. They refer to the ability to find intersecting interests and build connections. Self-awareness, self-management, and social awareness help gain those social skills required to contribute in developing others through constructive feedback and influencing them to follow the required road for successful achievement. The ability of managing relationships leads to the birth of multiple supporting networks which will expand leadership influence through potential and organized communication. It also means conflict management in the sense that the IST leader has the tendency to understand all sides and finds common ideals to endorse. On the other hand, ISTs leaders encourage collaboration (see Section 5) among the learners to form workgroups to arouse their enthusiasm for learning, draw them to commitment to make better changes.

All in all, emotional intelligence is inevitable today for effective educational leadership. The question raised here is: how can ISTs recognize their own emotional intelligence and make use of it? Interestingly, there is a wide range of behavioral measurement questionnaires and/ or psychometric scales available online. Responding to some of them helps the IST to measure the extent to which s/he is emotionally intelligent. They might be found in scholarly literature (e.g. See Appendix) and/ or websites (e.g. www.danielgoleman.info; www.mindtools.com; www.positivepsychology.com; www.psych.com) specialized in the field. They may allow reconciliation with the self through self-recognition and self-regulation. The fact of working on one's weaknesses leads to gaining inner peace, facilitates approaching the others to understand their perceptions and behaviors, has a positive influence on them, and builds rapport. Effective IST-leaders are those who could motivate themselves and motivate people, particularly learners, surrounding them (see Goleman, 1998).

4. Teachers as Intrinsically Motivated Leaders

Self-Determination Theory (SDT) tackles human motivation which is the process of driving someone into action to accomplish something. It considers a motivational continuum of self-determined regulation and classifies intrinsic motivation as the most self-determined manifestation of it (Peng et al, 2012). Someone who is intrinsically motivated enjoys the learning activities s/he is engaged in and finds its content a source of satisfaction and pleasure. The other end of the motivational continuum is amotivation which expresses the lack of motivation. Between the two opposite types of motivation, external motivation takes place to indicate outer factors, such as reward and punishment, that have an influence on human behavior. It forms a variation of regulations such that the more intrinsic motivation is approached, the less psychological control is exerted over the behavior, and the more well-being and healthy development are experienced by the individual. This process, known as internalization, makes the IST-leader thrive both mentally and psychologically.

For ongoing optimal human growth, three needs which are autonomy, competence, and relatedness, are paramount for raising the learner's intrinsic motivation. They are profound innate nutriment that require psychological satisfaction. Their fulfillment is essential for long-term mental health, vitality and integrity. Autonomy involves volition that provides free choice, reflects personalized preferences and leads to self-organizing experience and behavior. Autonomous actions concord with the integrated sense of the self and make the learning process more positive, enjoyable and interesting. On the other hand, competent IST-leaders have a significant mastery of their acts, and gain self-confidence out of their remarkable accomplishments. Competence is the capability to do something, to achieve one's goals, and to successfully complete difficult actions. It is the belief in achievement, quality performance and effectiveness. Positive feedback is the source of encouragement and energization for the ISTs-leaders. As for relatedness, it is the desire to feel connected to others, to love, and to be loved. The teacher cares about the learners and the learners care about their teacher. Relatedness is also the need to feel interconnected with the workplace companionship, close to colleagues who are important to the IST who is, too, important to them. It is experiencing a warm feeling with the learners when sharing and spending time

doing activities. So, autonomy, competence and relatedness are universal psychological needs that are necessary for ISTs-leaders to achieve wellness that is associated with self-coherence, effectiveness, and connectedness.

Autonomous ISTs can manage to avoid teaching experiences inciting the feeling of control; the learners' feeling of being obliged, pressured or forced to do something that they would not choose to do; the feeling that the learning process is a chain of obligations. Their classroom learners hope to carry on doing tasks which they do not feel like 'to have to'. However, ISTs feeling less competent have doubts about whether they can perform an act properly. They are constantly exposed to the feeling of being disappointed with their performances; the feeling of being insecure about their abilities at acting toward their goals; the feeling of failure because of the mistakes they make and, the feeling of being ineffective. Competent ISTs, contrastively, are aware of the effects of feedback on learners, and therefore avoid often what is negative and discouraging. When the ISTs-leaders satisfy their relatedness need on the other hand, they will try to avoid classroom tasks that make the learner feel excluded from the class group, or feel that other learners are cold and distant towards him/her. The IST-leader will make an effort to promote positive attitudes among the learners and make superficial relationships more meaningful. In this way, the learner will find it more interesting to share activities with peers or will be accepted to access shared activities with them.

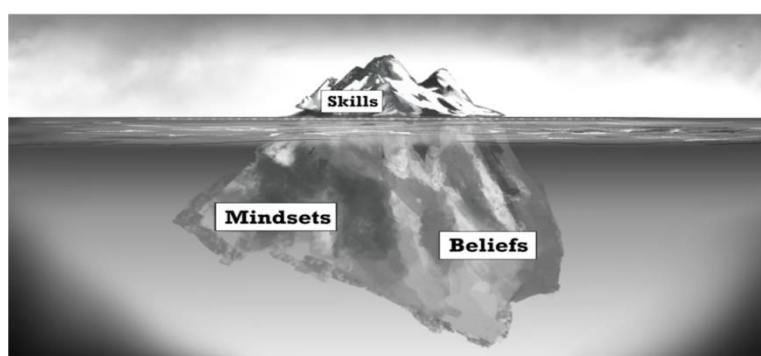
So, an intrinsically motivated IST-leader opts for tasks that enhance rather than diminish the learners' intrinsic motivation. S/he stimulates active engagement, involvement, and commitment. S/he works on the necessary conditions that evoke psychological need satisfaction while managing those that thwart need fulfillment. In the absence of ISTs' and or learners' intrinsic motivation, yet, one expects degradation or ill-being under conditions that deprive basic need satisfaction and lead to the undermining of productivity, and thus impoverished educational growth. Therefore, it is high time that mindsets would change towards a more positive state. As for intrinsically motivated PSTs, they are currently up-to-date to develop their 21st century skills which will further motivate them in their learning process.

5. Teachers as 21st-century Skilled Leaders

Acquiring the 21st-century skills (see also Geryville (2021) & Boumediene & Hamadi (2021)) is fundamental for PSTs to achieve leadership effectiveness. A skill empowers the PST with the proper performance of classroom tasks which s/he would extend later to also include tasks outside the classroom, in real-life contexts. PSTs-would-be-leaders need to acquire many real-life skills particularly the learning skills, such as the skill of communication which can lead to a psychologically safer environment full of enthusiasm, resilience (see Section 6), and problem-solving. Collaboration is another learning skill whereby the PSTs would be able to explore their lectures in groups or via teamwork. In this case, they could learn collectively while debating, interacting, exchanging knowledge, asking for more information, criticizing one another constructively, searching for feedback, and synthesizing. Other soft skills are known as life skills. PSTs-leaders acquire them to have the ability to co-exist with diverse people with whom they share the pleasure of reaching reciprocal profits and benefits. Flexibility is one exemplary skill that reflects open-

mindfulness and acceptability to change, and leaves the door open for freedom to multiple choices in the classroom. It differs from adaptability which is the psychological readiness to adjust to new emerging circumstances and the capability to acquire new skills with easiness and speed. On the other hand, skills are inextricably intertwined with more than one type of mindset which PSTs-would-be-leaders need to possess. Although the two concepts (skill and mindset) look similar, they are still different according to the analogy drawn by Subramaniam (2020) with the “iceberg” as shown in Figure 1. He says that an iceberg is an ice mountain locating in the middle of the sea, with the head out of water representing the skills and behaviors. But, the biggest portion of it is hidden underneath the water and represents the unnoticed mindsets and beliefs.

Figure 1: Differentiating Skills from Mindsets



Source: taken from Subramaniam (2020)

Still for Subramaniam, there are three types of mindsets, namely, people-centered mindset, performance-centered mindset, and learning-centered mindset. First, ISTs-leaders with the people-centered mindset believe in win-win relationships among the classroom team members who should, for this, receive equal attention. Peer performance increases productivity being one vital key to academic and professional success. This mindset is characterized by positivity and flexibility that motivate the learners and help engage the team collectively in work to fix and achieve common educational goals. Second, performance-oriented mindset requires perseverance reached through critical thinking (Geryville, 2021), profound reflection, and clear objectives. Third, ISTs-leaders possessing a learning-oriented (or growth) mindset rely on regular training and practice, within the learning zone, to construct would-be-skills in preparation for real-life situations. The learning zone model has been popularized by the educator Senninger (2000) who said that learning could take place under the effect of challenge just above the learners' capacities. For him, the experience of learning consists of three zones as illustrated in Figure 2 below.

Figure 2: Senninger's (2000) Learning Zone Model



Source: taken from Subramaniam (2020)

In the comfort zone, the learners feel secure with the routine tasks they daily go through. They are accustomed to and usually master their accomplishments. Beyond this zone is the learning (or growth) zone where more abilities are required to face challenges and adventures allowing, if productive, the occurrence of learning and the increasing mastery of new skills. Moving beyond the learning zone is the panic zone. This frequently happens if the learners are asked to tackle learning challenges exceeding their abilities. Here, they may feel nervous and unable to perform, and thus perceive the current experience as a failure. Therefore, learning does not occur in this zone. The ISTs-leaders have the ability to determine and react to every zone to which a group of their learners may belong. Their task is to smoothly broaden the classroom's comfort zone to a more enjoyable and engaging learning zone. In sum, the three (people-centered, performance-centered, and learning-centered) mindset types need to be developed by the PSTs to make of their future leadership more effective.

6. Teachers as Resilient Leaders

As said earlier (see Section 5), when the challenge is far from the learners' abilities, stress takes place as these learners will move from their comfort zone to the zone of panic (Senninger, 2000). Resilience refers to the ability to courageously and effectively manage stress which is an unpleasant negative feeling activated as a reaction to a stressor. Time, encounter, situation, and anticipation are the most known stressors that make the learners feel the tension as a consequence of emotional and mental strain (Soboleva, 2020). ISTs are under the effect of time stressor when, for example, they approach the deadline of submitting the students' exam marks, or still have a limited time period to finish the syllabus. The second stressor, encounter, has to do with ISTs getting involved in human relationships and the conflictual situations of these relationships in the middle of interactions. Situation stressor makes reference to the negative environmental conditions and/ or stress at work, and the way they could be managed. As regards anticipation, this stressor occurs due to the pessimistic predictions about the future and their negative aggrandizing effects. In many times, these predictions are just illusory and far from reality.

Perfectionism is one important cause behind the occurrence of stressors. It is the need to feel perfect (or to attain perfection) by setting exaggerating goals while being overly critical of one's errors, and leading to unrealistic success. Perfectionists nurture their ego from

others' approval and look forward to more praise and encouragement. Challenge is again another main perfectionism feature that stands far from one's capacities for achieving goals, and raises consequently self-doubts. This type of challenge discourages the perfectionistic behavior which will, instead, become exposed to procrastination: the act of keeping delaying tasks and in many times going beyond the deadlines. Long-term or chronic stress can finally have serious and harmful effects on IST/ PSTs' health causing a wide variety of physical diseases (e.g. stomachache, muscular pain, back problems, hypertension, stroke, diabetes), and mental ill-being (e.g. anxiety, sleep disorders, exhaustion, brain fog and depression).

Despite the ubiquitous presence of stress, there exist various ways to reduce it and enhance life quality. Dealing with stressors means resilience through improving one's emotional intelligence. Self-awareness (see Section 3.1) helps identify the type of stressors the IST is most sensitive to and thus reduces negative reactions toward stress at work. For example, ISTs who feel nervous while driving at the moments of peak hours (situation stressor) can use another means of transport or avoid driving at that time. Or those who do not feel comfortable with some staff members (encounter stressor) in their institutions can invest their efforts in conflict management by highlighting common interests, converging and collaborating. Mindfulness is another resilient strategy to particularly manage the anticipation stressor. It is based on careful self-awareness and observation of others in terms of perceptions, emotions, and beliefs while focusing on and remaining in the present time.

On the other hand, enjoyable learning requires changing negative perceptions in the light of rationality. The PST needs to learn to be less subjective, for instance, by decreasing the desire of controlling the uncontrollable external conditions (Soboleva, 2020) or getting angry at time limits. Subjectivity, in fact, can only lead to increasing the number of stressors and rising emotional insecurity (Alegre et al, 2014). Positivity is a powerful way that boosts the rational side of the PST to challenge the stressful perceptions, believe in stress manageability, and empathize instead of blaming others. Moreover, it makes the PST experience stress from its positive side, as a challenge, to enhance his/ her performance quality in the classroom: Positive stress can lead to intrinsic motivation (see Section 4) and learning engagement in the long-run, and help the PST become more self-compassionate in the sense that s/he confronts his/her failures with comprehension and kindness, instead of harshly accusing himself/ herself for useless purposes. Positivity also allows paying more attention to achievements and replacing the perfectionist perception by contentment.

Concerning the health issues aforementioned, they also could be overcome by a number of precautions in the face of chronic stress (Soboleva, 2020). Movements and sports exercises lead to a more sound physical health and strengthen the mind and concentration. Yet, the lack of physical activity could be the actual cause of the diseases indicated above. Unhealthy food can, as well, augment the chances of falling seriously ill or, for example, gaining weight. The IST should not neglect the tight relationship between resilience and food quality. Last but not least, considering sufficient sleep is crucial to reinforce resilience against all stressors. Otherwise, ISTs may be exposed to such mental issues as indecisiveness, trouble focusing, or irrational reflections.

7. Conclusion

The present paper suggested considering educational leadership skills while designing a unified national curriculum at the level of all Algerian Higher Schools of Education. It explored the notion of educational leadership to gain more knowledge and understanding about the teacher as a frontline leader. It was also an attempt to examine and analyze the most important elements that foster the effectiveness of educational leadership. Algerian teachers-leaders need to be emotionally intelligent. Therefore, self-awareness, self-management, social awareness and relationship management are required. However, these leaders cannot be emotionally intelligent if their intrinsic motivation is lacking. This kind of motivation is conditioned by the fulfillment of psychological needs, namely autonomy, competence and performance. Leadership as a 21st-century skill can only be developed in parallel with other skills such as, communication, collaboration, flexibility, adaptability and others recognized at the same level of necessity of meeting the needs of that century. The foundations of these skills are mindsets that also need people-oriented, performance-oriented, and learning-oriented enhancement. Resilience is another potential ability to promote leadership effectiveness. Algerian resilient leaders can bravely face time, encounter, situation, and anticipation stressors thanks to their positivity, mindfulness, and rationality, in addition to more healthy habitual movements, food and sleep.

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APPENDIX: (Source: (Petrides & Furnham, 2001); (Shao, 2013))

An Investigation of Emotional Intelligence and Foreign Language Anxiety Instructions
This survey aims to better understand emotional intelligence and foreign language anxiety in relation to your English learning. Please circle the number that best reflects your degree of agreement or disagreement with the statement. Items from 1 to 30 are responded to with numbers 1 to 7, and items 31 to 64 are responded to with numbers 1 to 5. Please answer the questions honestly because the success of this study depends upon it.

Name: _____ **Sex:** _____ **School:** _____ **Major:** _____

1. Expressing my emotions with words is not a problem for me.
2. I often find it difficult to see things from another person's viewpoint.
3. On the whole, I'm a highly motivated person.
4. I usually find it difficult to regulate my emotions.
5. I generally don't find life enjoyable.
6. I can deal effectively with people.
7. I tend to change my mind frequently.
8. Many times, I can't figure out what emotion I'm feeling.
9. I feel that I have a number of good qualities.
10. I often find it difficult to stand up for my rights.
11. I'm usually able to influence the way other people feel.
12. On the whole, I have a gloomy perspective on most things. Those close to me often complain that I don't treat them right.
14. I often find it difficult to adjust my life according to the circumstances.
15. On the whole, I'm able to deal with stress.
16. I often find it difficult to show my affection to those close to me.
17. I'm normally able to "get into someone's shoes" and experience their emotions.

18. I normally find it difficult to keep myself motivated.
19. I'm usually able to find ways to control my emotions when I want to.
20. On the whole, I'm pleased with my life.
21. I would describe myself as a good negotiator.
22. I tend to get involved in things I later wish I could get out of.
23. I often pause and think about my feelings.
24. I believe I'm full of personal strengths.
25. I tend to "back down" even if I know I'm right.
26. I don't seem to have any power at all over other people's feelings.
27. I generally believe that things will work out fine in my life.
28. I find it difficult to bond well even with those close to me.
29. Generally, I'm able to adapt to new environments.
30. Others admire me for being relaxed.
31. I never feel quite sure of myself when I am speaking English in my class.
32. I don't worry about making mistakes in the English class.
33. I tremble when I know that I'm going to be called on in the English class.
34. It frightens me when I don't understand what the teacher is saying in English.
35. It wouldn't bother me at all to take more English classes.
36. During my English class, I find myself thinking about things that have nothing to do with the course.
37. I keep thinking that the other students are better at English than I am.
38. I am usually at ease during English tests in my class.
39. I start to panic when I have to speak without preparation in English class.
40. I worry about the consequences of failing my English class.
41. I don't understand why some people get so upset over English classes.
42. In English class, I can get so nervous I forget things I know.
43. It embarrasses me to volunteer answers in my English class.
44. I would not be nervous speaking English with native speakers.
45. I get upset when I don't understand what the teacher is correcting.
46. Even if I am well prepared for English class, I feel anxious about it.
47. I often feel like not going to my English class.
48. I feel confident when I speak English in class.
49. I am afraid that my English teacher is ready to correct every mistake I make.
50. I can feel my heart pounding when I'm going to be called on in English class.
51. The more I study for an English test, the more confused I get.
52. I don't feel pressure to prepare very well for English class.
53. I always feel that the other students speak English better than I do.
54. I feel very self-conscious about speaking English in front of other students.
55. English class moves so quickly I worry about getting left behind.
56. I feel more tense and nervous in my English class than in my other classes.
57. I get nervous and confused when I am speaking English in class.
58. When I'm on my way to English class, I feel very sure and relaxed.
59. I get nervous when I don't understand every word the English teacher says.

60. I feel overwhelmed by the number of rules I have to learn to speak English.
61. I am afraid that the other students will laugh at me when I speak English.
62. I would probably feel comfortable around native speakers of English.
63. I get nervous when the English teacher asks questions which I haven't prepared in advance.
64. What's your overall English proficiency?