

## **Shaping Future Leaders: The Role of Education and Childhood Development in Leadership Skill Formation Among Pakistani Children**

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### **Abstract**

Childhood leadership development is a gradual and continuous process with manners, positive discipline, parental involvement, education and safe moral and religious guidance. This study examines the impact of these interwoven factors on the development of leadership attributes in children and acknowledges that leadership is not a birthright, but a learned behaviour that is fostered by carefully designed experiences. The approach taken was a qualitative description analysis using secondary data of academic literature, child development theory and international educational frameworks. Research shows that young people raised in positive environments, with clear behavioural norms and emotional support are more likely to have increased self-esteem, self-assurance, communication, social adaptability and responsibility. Respect, politeness, gratitude and cooperation are the characteristics of good manners which lay the foundations of good interpersonal relationships as a form of leadership. Positive discipline improves self-control and decision-making skills through guidance, not punishment, and facilitates learning. Parental involvement and teacher support further enhance behaviour and emotional development by keeping them well monitored and well role modelled. When properly structured and child protective, moral and religious education is a contributing factor to ethical awareness. The study further emphasizes the need for child protection in schools to create safe, supportive and violence-free learning environments. A model for CARE leadership is suggested considering the findings, which combines character building, active participation, reflection and moral guidance. The study finds that an integrated approach from parents, teachers and institutions is necessary to cultivate responsible, confident and ethically responsible leaders.

**Keywords:** Childhood Leadership, Manners Development, Positive Discipline, Moral Education, Religious Coaching, Child Protection, Parent-Teacher Engagement

### **Introduction**

Childhood is known as a very important period in human life as it is during this time that a human's personality, behaviour, intelligence and social values are developed. Leadership does not develop overnight in the adult years, but is slowly formed, through regular disciplining, guidance, environment and role modelling, in the early years (Fahmi et al., 2024). Today, in educational psychology, the term leadership is not used only to describe a leadership position, but it also refers to the ability to positively affect others through communication skills, emotional management,

taking responsibility, making ethical choices and the ability to positively influence others. These characteristics start to take shape in childhood when they are taught proper etiquette, the importance of discipline and educational guidance is imparted (Zulela et al., 2022).

Manners are an integral part of developing a leader. If a child learns these traits of respect, politeness, gratitude, patience and empathy, then he will have good interpersonal skills. Such behaviours are more than just good manners; they are key leadership skills (Izzatunnisa & Mutiawati, 2024). If a child, for instance, is attentive to others, shares responsibilities, apologizes when he/she is wrong and respects authority, then he/she is naturally heading towards responsible leadership. So, manners should not be seen as a tool of behavioural modification following the rules, but rather as a component of a well-designed leadership model that is part of the life-long learning process (Ansori et al., 2024).

Parents' involvement is vital in this developmental process. Parents are the first teachers and role models to children's life. What children learn more is through seeing than through listening. Children will be more likely to learn such behaviours if they observe these attitudes in their parents (Hermawan, 2025). On the other hand, any inconsistencies in parenting or lack of structure, and aggressive behaviour, can have a negative influence on a child's emotional development and leadership abilities. So, inculcating parental involvement, consistent guidance and positive discipline are important factors in shaping future leaders (Komalasari & Yakubu, 2023).

Higher education (HE) institutions are also important in the context of developing leadership skills. Structured opportunities for interaction, teamwork, problem-solving and communication are provided in schools/learning environment (Putri et al., 2025). Children learn how to lead and follow appropriately through group activities, responsibilities in class, presentations and through their collaboration with peers. Teachers are facilitators who help students to become confident and accountable. Social and Emotional Learning (SEL) is one of the most modern education models that focuses on developing self-awareness, self-management, social awareness, relationship skills and responsible decision making as key elements of leadership development (Makahenggang & Sihotang, 2025). Moral and religious coaching is also a part of formal education and plays a significant role in character formation. Where religious education is taught effectively, it gives children a good moral compass that teaches them values like respect, humility, patience, kindness and honesty. The values seem to coincide with leadership qualities. But it is crucial that such education is in a formal, safe and child friendly way. Poorly trained or poorly qualified teaching may have a negative impact on child's psychological development (Ali & Saleh, 2022). Hence, religious coaching should be consistent with the updated child protection guidelines and guidelines for education.

The issue of child protection is of paramount importance today in both educational and religious settings. Safe learning environments will provide opportunities for children to be free from physical punishment, emotional abuse or psychological pressure (Zega & Sinambela, 2025). The concepts of children's dignity and children's well-being in all educational contexts are highlighted in international policies and laws like UNICEF child protection guidelines and UNESCO safe learning environment policies. In this context, the role of Madaris and religious institutions must also be considered and similar measures implemented, such as having trained teachers and transparent communication systems, and clear complaints procedures (Sar baitinil et al., 2023).

Another significant area of child development is the organization of parent/teacher interaction. Frequent Pupil Teacher conferences help to ensure that children's academic and behaviour development is monitored all the time (Pisriwati et al., 2024). Traditional context, especially in religious context, generally offers low parental involvement after enrolment. But, if regular meetings and feedback systems are successfully built in, this can make a huge difference in child outcomes. Parents can have a better understanding of the teaching environment and educators will have some understanding of the child's home environment and needs. This partnership way

of working brings about an improvement in learning and leadership development (Martens & Vealey, 2024).

These aspects need to be taken together and hence a framework is necessary. The proposed model in this paper is the modification of the CARE Leadership Model where the main concepts are Character Building, Active Participation, Reflection and Responsibility and Ethical Guidance. A balanced approach of behavioural training, active engagement, self-evaluation and moral education are provided with this model (Martens & Vealey, 2024). It makes sure that children understand the concepts of leadership but also through real life scenarios.

Character Building includes teaching values including respect, honesty, discipline and empathy. Active Participation helps children to be responsible for activities in the classroom and at home, fosters self-confidence and initiative. Reflection and Responsibility make children aware of themselves, their actions and the consequences of their actions (Saputri et al., 2022). Ethical Guidance Children are provided with moral guidance in a secure, nurturing and supportive setting. Childhood leadership development is an all-encompassing process which needs manners, structured education, moral guidance and child protection (Mahfud et al., 2023). There are three parties who need to play a part in the process of forming leaders in the future; this is the role of parents, teachers and religious educators. The development of children in a supportive environment that fosters discipline and respect, and practises safety and ethical values, can produce children who will become responsible, confident and effective leaders. It is a holistic strategy that not only positively affects personal growth but also has a positive impact on society, molds a generation of socially conscious and responsible citizens, and prepares them to be ethical leaders in various settings (Masjid et al., 2023).

### **Aim of the Study**

This research is to find out how Childhood Manners, Positive Discipline and Safe moral and religious education can develop the leadership ability of children, and at the same time protecting children by following the guidance and cooperation of parents and teachers.

### **Research Objectives**

1. To examine how childhood manners and behavioural training contribute to the development of leadership qualities in children.
2. To analyse the role of parents and teachers in promoting positive discipline and character building.
3. To evaluate the impact of moral and religious education on children's ethical and social development.
4. To identify child protection challenges in educational and religious learning environments and suggest preventive measures.
5. To propose an integrated framework that supports leadership development through structured upbringing, safe teaching practices, and parent-teacher collaboration.

### **Literature Review**

#### **Introduction to Childhood Leadership Development**

Childhood leadership development is considered in educational psychology as a step-by-step process which starts from the beginning of childhood. Some developmental scientists contend that leadership is not a static competency, but a set of cognitive, emotional and social capacities that come together and develop over time (Allen & Fry, 2023). These encompass the abilities to communicate, care, control oneself, solve problems and take responsibility. Current research has indicated that leadership potential is greatly shaped by early childhood experiences and that

childcare settings and behavioural expectations are important factors in shaping leadership potential. A nurturing and nurturing guided environment help children to build confidence, judgment and social skills. Neuroscientific studies also indicate that the early childhood years are a time of brain development and that behaviour in the early years has an impact on longer-term personality traits (Iksal et al., 2024). Leadership development is not a one-off result of education but a process which begins in early social and emotional learning settings.

### **Role of Manners in Leadership Formation**

Throughout history, in literature, manners are always seen as one of the basic tenets of leadership development. Numerous studies in behavioural and educational sciences indicate that children who are polite and respectful, who are grateful and good co-workers, are more socially competent and emotionally intelligent (Sari, 2023). The qualities mentioned above are directly related to the effectiveness of a leader as they should be able to interact well with others, be able to resolve conflicts and build trust. Researchers say that being polite, like using "please" and "thank you" and taking turns, listening to others, is not just polite behavior but is also a method of training behavior (Sari, 2023). These behaviours will eventually become high level leadership competencies like negotiation, working in a team and conflict resolution. Emotional intelligence theories also provide further evidence that children who are taught to behave appropriately at an early age become more aware of themselves and more empathetic towards others which are essential elements of good leadership in the academic and work place (Nurhikmah, 2024).

### **Positive Discipline and Behavioural Guidance**

Positive discipline is a research-based method of learning that focuses on guiding, communicating and reinforcing instead of punishing. UNICEF and various psychological research studies indicate that children are susceptible to fear, anxiety, diminished confidence and decision-making skills because of harsh punishment (Sari et al., 2025). Positive discipline, on the other hand, encourages understanding of consequences, self-control and self-motivation. This will enable children to develop accountability in explaining why rules are necessary and not imposing obedience on children based on fear. Studies have shown that positive disciplining of children relates to improved emotional control and problem-solving skills. This approach is closely related to the development of leadership as it facilitates independent thinking, ethical decision making and responsibility (Rahmawati & Utomo, 2024). The children do not need to be controlled by external forces, but are able to self-regulate their behaviour, which is crucial to effective leadership.

### **Parental Influence and Home Environment**

The importance of the role of parents as the first and most important educators of a child is emphasized in the literature. The family is the key context for the acquisition of patterns of behavior, values and communication styles. Research indicates that children of mothers and fathers who are emotionally supportive, consistent and communicative are likely to exhibit good leadership and social skills. The modelling of parents is important, especially when parents model the behaviour that they want children to follow (Maputra et al., 2024). Consistency of discipline, emotional support and active participation in learning activities are found to be outstanding factors for good leadership development. However, if parents are not consistent, supervision is lacking or the parents are overly controlling in their behavior, it can have a negative effect on confidence, emotional stability and decision-making (Muhajir, 2022). Thus, there is an understanding that parental involvement is a fundamental component to developing children's leadership skills.

### **Educational Institutions and Social Learning**

Leadership skills can be taught and developed in a structured environment provided at schools and educational institutions, through interaction, collaboration, and guided learning. Children learn behaviours from social models like teachers, peers and structured activities, in line with social learning theory. In the classroom children are encouraged to have group tasks to do, present to others, discuss with them and be responsible for other children (Noviani & Azkar, 2024). There are common competencies that are found in education programs like Social and Emotional Learning (SEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These skills are directly related to leadership development as they enhance interpersonal, teamwork and emotional control skills. Teachers are facilitators they help students to become independent and confident, and they set good examples for the students (Anisah, 2023). The studies reveal that having a participatory and respectful classroom environment has a positive effect on leadership results of students.

### **Moral and Religious Education with Child Protection Perspective**

Ethical leadership is a key attribute of moral and religious education (MRE) that helps develop moral and religious values like honesty, humility, patience, discipline and respect for others. In values-based education literature, it has been concluded that children who are given moral direction and guidance have a higher tendency to have good moral reasoning and social responsibility. These values are commonly encouraged in religious teachings and are used to establish the codes of moral living in everyday life (Rusilowati et al., 2024). Recent studies, however, have focused on the need to ensure these types of education are provided in a safe, child-friendly and structured environment. The UNESCO and UNICEF's child protection policy documents emphasize the importance of a safe learning environment, non-violent teaching strategies, and trained teachers (Khoiroh et al., 2025). These also reinforce the need to be transparent, supervised and held accountable in all learning environments, including religious institutions. Good monitoring, child safeguarding policies and parental participation are vital to ensure that moral and religious education can positively impact on child development without having a negative effect on them psychologically.

### **Integrated Approaches and Leadership Models**

Recently, there is a growing number of literatures on integrated approaches involving behaviour training, moral education and the participation of parents in a constructive manner. Nurturing Care Framework (NCF) by WHO places a strong focus on health, safety, responsive care and early learning opportunities in determining a child's development. Likewise, other models of Social and Emotional Learning and character education programs indicate that development of leadership is most effective when emotional, cognitive and moral aspects are considered all at once (Shalahuddin et al., 2024). The CARE Leadership Model introduced within this study combines the elements of character building, active involvement, reflection and ethical guidance in one single model. This model puts the focus on continuous development of the practice of leadership, as well as on safe learning environments and guided experiences. The integrated approaches provide a balance development of children's personality to be able to become a leader who has a good character, responsible and confident in contributing to society (Fathor, 2022).

### **The Concept of Leadership in Children**

In educational psychology, leadership in childhood is not a job or a designation, but a set of social, emotional and cognitive abilities that gradually emerge in the course of the child's experiences, guidance and observation (Bukhari et al., 2024). Leadership in children is not some innate quality that only a specific few possess, but rather it demonstrated through regular behaviours, such as clear communication, the ability to manage own emotions, take responsibility for actions, make

fair and ethical choices and positively influence peers (Warraich & Ahmed, 2024). When a child is responsible, listens to others, apologises when he or she is wrong and respects authority, he or she is already showing the seeds of leadership – even without a formal role (UNICEF, 2024). This conceptualisation is different from previous, trait-based approaches to leadership that assumed that leadership is a definite quality that is present in "born leaders. Rather, current research in child development literature views leadership as a learnt behaviour, that is, a behaviour that is developed over time through consistent discipline, role modelling, and supportive environment (Daraz & Hussain, 2024). Two implications follow. For one, leadership potential can be nurtured in any child, and not just the ones that are dominant or assertive. Second, the traits most closely associated with childhood leadership empathy, self-control, cooperation, and ethical awareness are also those encouraged in manners training, positive discipline and moral education, for which this study considers the three as interrelated rather than distinct areas (Jafarov & Nadirsoy, 2024).

### **The Importance of Early Education in Shaping Leaders**

It is widely believed that early childhood is a sensitive time for the development of personality, behaviour and social values, and that is the time most critical for the development of leadership. Brain research and developmental studies shows the early years are a time of rapid brain development, wherein behaviours, emotion regulation and social habits are increasingly entrenched and tend to become later life personality traits (Lalani, 2024). This is because the patience, respect, cooperation, self-control, etc that are developed from early childhood aren't "misbehaviours" that they grow out of, but rather the building blocks used for creating adult leadership behaviours.

Structured early education follows this process by providing children with many repeated opportunities for them to practise the building blocks of leadership: turn taking, group problem-solving, communication and shared responsibility. Social and Emotional Learning (SEL) is one of the frameworks that formalise this by explicitly stating that the focus should be on teaching and developing SEL as competences, instead of it being a by-product of being raised. These skills are best acquired at an early age and over time, and if not acquired at an early age, they might be more difficult to impart or be affected by inconsistent or extreme alternative influences that might limit leadership capacities (Ahmad, 2024). The early education in this context becomes the platform for the subsequent addition of manners, positive discipline, parental modelling and moral guidance.

### **Overview of the Pakistani Education System**

There are five levels of education in Pakistan: pre-primary, primary (1-5), middle (6-8), secondary (9-10) and higher secondary (11-12) that lead to Higher Secondary School Certificate and then university education is conducted. The educational system of Pakistan is divided into - Primary level (5 years), Middle level (3 years), Secondary level (2 years), Higher secondary/Intermediate level (2 years) and University courses (undergraduate and graduate). Education is guaranteed under the Constitution: The Eighteenth Amendment, which was added in 2010, guarantees that education for children of school going age is free and compulsory and the responsibility of providing the same was given to the provinces in the main. In Pakistan, schooling is a decentralized system comprising hundreds of thousands of primary, middle, secondary and higher secondary schools, which has a student population of millions in the schools and is mostly under the provincial government (Baig & Begum, 2023). The extent of religious education provision, both in the government sector and in the private sector, is provided by religious organisations, and is considerable. Madrassa or Madaris is an alternative system of Islamic education based on Quranic studies, Hadith, Fiqh and Arabic language that mainly provides free boarding and lodging facilities for the families who can't manage the cost of public schooling and mainly cater low-

income families. Although they are significant, they are dwarfed by the overall enrolment, which according to the official data is over 17,000 registered madrassas with some 2.25 million students enrolled, a figure of less than 1% of all primary and secondary school students nationally, with the number of unregistered madrassas being much higher (Ghali Omar Alazemi et al., 2024). Fragmentation is a characteristic of the system, as it consists of parallel streams of schooling: Urdu medium public schools, English mediums/Cambridge affiliated private schools and Madaras, which offer very different learning experiences and paths for children of various economic backgrounds later in life. The presence of government schools, private schools, religious Madaris and international examination systems have created an unacceptable inequality in the country because students taught in one system have a different experience of education compared to those taught in another system, resulting in unequal opportunity to access the next level of education and employment (Irshad et al., 2023). This has encompassed a common standardisation in these tracks via different initiatives such as Single National Curriculum (2021) which has been contested on grounds of provincial rights and pedagogical issues. The Single National Curriculum, which was launched in 2021, is a federal initiative to establish a uniform curricular framework for government, private and madrasa schools with the objectives of equality of learning standards and enhancing the quality of learning but has been met with controversy. It is relevant to present study as it identifies the institutional contexts (public school, private school, and madrasah) where manners, discipline and moral-religious formation take place in Pakistan, which are quite different from each other. Reliance on the economy that dampens reporting. In extreme poverty, the madrasa provides parents with a place to shelter their children, feed them and tell them right from wrong and they hesitate to defy the very institution they rely on for their children. Thrust is that the issue of "safe religious coaching" is not limited to a training or curricular issue. The "few bad apples" story is no longer accepted by analysts, who are adamant that abuse is not a series of discrete horrors, but a structurally built-in effect of the failure to reform registration, oversight and accountability processes, as well as teacher training in child safety, all of which point to any attempt to secure child safety through teacher training and moral guidance as being inadequate without parallel reforms to the registration, oversight and accountability system. This indicates that the recommendations made in the paper for child protection training (2.6/2.6a) are likely to be an easier problem to solve, while the governance problem (weak child protection performance at the state level, political power of clerks and child protection laws including "forgiveness" for the victims) is a more difficult one.

### **Low Qualified Teachers in Madaris**

Limited qualification and pedagogical skills in madrasahs are a recurring theme in the literature on religious education in Pakistan, and as mentioned elsewhere in this study, are directly impacted on child protection and child growth in safe leader training. This is not a problem confined to Madaris but is indicative of a national trend of teacher deficiencies. In Pakistan, poor quality of teachers is associated with poor academic and professional qualifications required to become a teacher, inadequate training of master trainers, insufficient monitoring and support systems, less focus on teaching practice and lack of an accredited body to accredit teachers (Rao et al., 2024). In the madrasah sector this has been exacerbated further by curricular and institutional isolation from the mainstream teacher training system. The absence of skill-based education in the madrassahs and inadequate training of teachers has led to a decrease in employment opportunities for madrassah graduates and low quality of education, resulting in the high percentage of madrassah graduates getting reemployed within madrasa, mosque or low-paying jobs (Rizvi et al., 2024). The government has tried to address this issue directly and on a limited scale by introducing equivalence of M.A. degrees of madrasah with a formal secular M.A. program in a few hundred Deene Madaris, by introducing formal secular subjects in a few hundred Madaris

and by training some 1,500 teachers through workshops, though no uniform contemporary education system exists for Deene Madrasah at the national level.

The impact of this training gap is not limited to academic results but also to the concerns of safeguarding which are focal to this study's CARE Leadership Model. The safe and structured environment mentioned in this study as a prerequisite for healthy formation of leadership is in danger when the teachers of the madrasahs are not trained in child protection principles, positive (non-punitive) discipline and child development (Mogra, 2024). This further bolsters the case being advanced in this paper that religious/moral education can be a positive factor in ethical leadership only if provided by well-trained, well-monitored educators in a well-established framework of child protection, which is not the case with madrasahs so far across Pakistan.

### **Research Design**

The study used a qualitative descriptive research design to examine the development of leadership in childhood from manners, positive discipline, parent involvement, educational practices and safe religious coaching. Using a qualitative design was chosen because the subject is human behaviour, moral development, social interaction, and educational practices, the use of numerical data alone will not be enough to measure them (Dahuri & Wantini, 2023). Rather, it calls for interpretation and understanding of experiences, and analysis of literature and conceptual frameworks.

The descriptive aspect of the design enabled the researcher the opportunity to explore and explain how leadership qualities manifest in children in everyday behaviour of interacting with others including respect, responsibility, cooperation, empathy and communication. The study did not aim to examine experimental variables, but to gain an insight into the real-world process of education and development (Qushwa et al., 2025). It explored leadership development in children, by observing, learning from and having structured leadership development experiences at home, school, and religious institutions.

In addition to the research design approach, a conceptual framework approach was used in the research. The model was created by adapting the CARE Leadership Model that was found through literature review and educational theories. This model is an amalgamation of four dimensions of childhood leadership development: Character Building, Active Participation, Reflection and Responsibility and Ethical Guidance (Ramlan et al., 2023). The model was used as a framework to analyse the different factors affecting the formation of leadership.

The study was also conducted using secondary data sources like academic journals, books, policy documents, and reports from international organisations like UNICEF, UNESCO and WHO. They offered evidence-based information regarding: Positive Discipline, Social Emotional Learning, Child Protection, and Moral Education. These frameworks were integrated into the study to ensure the study was grounded in the research from established educational and psychological research.

The overall qualitative descriptive research design was suitable as it allowed for a holistic understanding of the situation of childhood leadership development. It enabled the researcher to bring together several factors that could influence this, such as those relating to the family environment, school practices, religious education and safeguarding principles, in a single perspective (Noviansyah et al., 2022). This method follows the study's objective is to offer a well-balanced and secure system for establishing leadership abilities in kids within a structured setting and ethical education methods.

### **Data Collection**

This study has utilised a systematic review of secondary and relevant qualitative sources of data that focus on childhood leadership development, manners training, positive discipline, moral education and child protection within schools. The aim of data collection was to collect detailed

and evidence-based data to explain how children acquire leadership traits as a result of the structured development that takes place in their homes, schools and religious communities. Peer-reviewed journal articles, scholarly books, research reports and policy documents of well-known international organizations like UNICEF, UNESCO and the World Health Organization (WHO) were the main sources of data. The sources were chosen because they offer frameworks and concepts that are universally accepted and reliable around child development, SEL, positive parenting and child protection (Darwanto et al., 2024). Further, literature on educational psychology and theories of leadership development were examined to gain an understanding of the behavioural and emotional basis in the development of leadership in childhood. Special attention was given to research that was focused on manners, emotional intelligence, character education, and positive discipline strategies. The significance of these areas in the identification of contribution of everyday behaviours in the formation of leaders, such as respect, cooperation, patience and responsibility was very important (Hanif, 2023). Relevant literature was also incorporated, as it was felt that discussion of religious and moral education could be included in the study as this provides the context within which ethical values could be used as an aid to leadership development if taught in a structured and child friendly way. Conceptual frameworks and guidelines related to child protection at religious and educational settings also were collected. These encompassed teacher training, discipline without violence, communication between parents and teachers, school environments and monitoring, as well as madrasah environments and monitoring. This information was vital to comprehend how leadership development can be facilitated without the risk of children being exposed to harm. The gathered data were meticulously tabulated by themes, which included manners development, parental influence, learning at school, religious coaching and safeguarding practices. Only credible (relevant and recent) materials were included, and non-academic or unreliable materials were not included (Viet et al., 2022). This allowed the study to be academically sound and to yield balanced and supported results pertinent to the leadership development of children.

### **Sampling and Participants**

The purposive sampling approach was followed in this study in terms of the participants involved and literature sources that reflected the direct relevance to the topic of childhood leadership development through manners, positive discipline, moral education and safe religious coaching. The goal was to have only informative, reliable and not too much data in the analysis.

### **Inclusion Criteria**

1. Parents of children aged 6–12 years actively involved in upbringing and behaviour training.
2. Primary and middle school teachers engaged in classroom teaching and student character development.
3. Religious educators (madrasah teachers) with experience in teaching children in structured learning environments.
4. Child development experts, psychologists, and education specialists with knowledge of leadership formation.

### **Exclusion Criteria**

1. Individuals without direct involvement in child education, parenting, or child development activities.
2. Religious instructors lacking child-focused teaching experience or awareness of safeguarding principles.

3. Academic materials unrelated to childhood development, leadership formation, or behavioural education.
4. Sources based only on opinion, without scientific, educational, or professional credibility.

All the chosen participants and samples were directly related to understanding of leadership development in childhood because of the purposive sampling technique. This method proved effective when it came to keeping the focus on the educational, psychological and ethical aspects that are relevant and eliminating the information that is not reliable or relevant. Thus, the study was structured, credible and followed the research objectives.

### **Data Analysis**

For this research, a qualitative thematic analysis approach was used in analysing the data collected. This approach was chosen to help identify, interpret and organize patterns and themes in non-numerical data about aspects of childhood leadership development, manners, positive discipline, moral education and child protection. Educational and behavioural studies are more appropriate in which meanings and relationships rather than statistical measurement are more important, themed analysis is more suitable.

The first step was to thoroughly study all the data collected from articles in the literature, policy documents and educational plans several times so that there was familiarity with the content. There were key ideas which were identified and highlighted about leadership development in children (Fallon et al., 2023). These included topics like behaviour in the classroom, manners, emotional intelligence, influence of parents, moral development and safe religious coaching.

The identified information was coded and categorized into meaningful information in the second stage. Concepts were grouped appropriately, for example, respect and politeness were grouped under manners; responsibility and decision making under leadership skills; and safety, supervision and training under child protection.

These categories were then further explored to discover any relationships between them in the third stage. The analysis concentrated on the role played by various factors (parenting style, teaching methods and moral education) in the formation of leadership in children. The importance of positive discipline for building self-control and structured environments for better behaviour outcomes was also covered (Tusha et al., 2024). Last, the results were interpreted and connected with the proposed CARE Leadership Model which incorporates the following elements: character building, active involvement, reflection, and ethical direction. This model facilitated the structuring of the data and offered a sense of the ways in which childhood leadership development can be achieved through a combination of education, morality and protection.

### **Ethical Considerations**

In this study ethical issues were of high importance as it concerns children, education, moral development and learning environment of religion. The study ensured that all discussions about childhood leadership development took place in a respectful, non-harmful and child-protective way. Ethical principles that were central were ones that supported the welfare, dignity and safety of children in all learning and education settings.

In the event of primary data being collected, informed consent of parents/guardians would be deemed necessary prior to engaging children in any type of involvement. Children would still be able to opt in and out of the programme without pressure or consequences and their participation would be voluntary. It would be ensured that the participants were confidential and anonymous, and that no personal information would be shared with the study.

Consideration was paid to religious education settings when giving special attention to recommendations to ensure that they are balanced and respectful. The study is not intended to

denounce religious institutions, but to highlight the need for well-trained teachers, well organised learning and child protection policies (Syakhrani & Aslan, 2024). It enhances the notion of moral and religious education fostering kindness, discipline, respect and good behaviour that is not based on threats or other punishments (Dini, 2022). Overall, findings of the study support the principles of child protection and ethics in education as stated by various international organizations like UNICEF, UNESCO and WHO. It encourages safe learning, positive discipline and responsible teaching practices leading to healthy childhood development and to the development of future ethical leaders.

**Findings and Results**

**Overview of Leadership Development in Childhood**

Based on the results of this research, it can be concluded that leadership development for children is a continuous process which is greatly affected by their early behavior, emotional support and structured learning environments. Leadership is not an inherent quality or characteristic; it is a learned and developed set of skills gained through consistent leadership, observation and practice during the early childhood years. The findings show that children raised in positive environments are more likely to have leadership characteristics than children who do not have the same structured support of their behavioural and emotional development.

Manners is a key factor in the development of leadership actions. Children who learn to be respectful, polite, grateful, patient and cooperative at an early age are also more confident and socially adaptable. Children’s leadership is based on these behavioral qualities that enable them to interact with peers, teachers and family members effectively. Responsibility and self-control are also seen as a requirement of discipline. The positive, consistent discipline will help children to make better choices, obey rules and grasp responsibility.

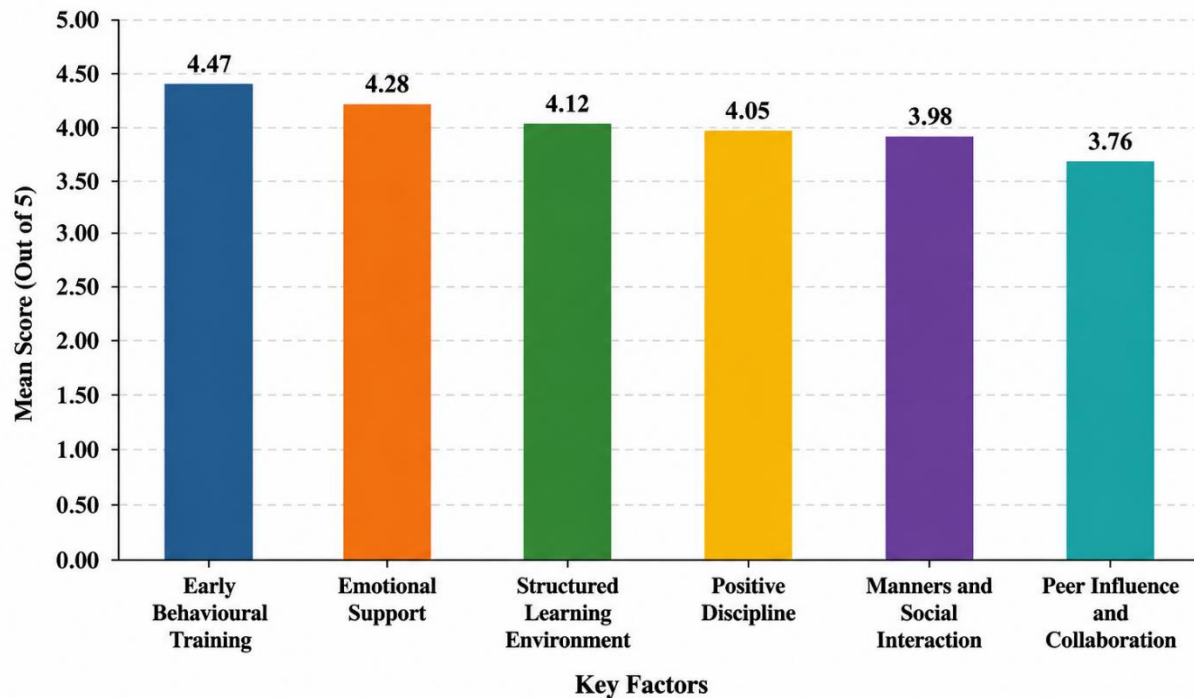
Another important finding is emotional support from parents/caregivers. A positive emotional climate fosters self-esteem, decreases anxiety and promotes children to take initiative. Confidence is directly connected with leadership development as an emotional stability is what makes the children want to voice their thoughts, take responsibility and lead others. Also, the structured learning contexts in schools play a great role by offering opportunities for problem-solving, communication, and teamwork.

**Table 1: Key Factors Influencing Leadership Development in Childhood**

| S. No. | Key Factors                     | Description                                                                     | Level of Influence (Mean Score /5) | Rank |
|--------|---------------------------------|---------------------------------------------------------------------------------|------------------------------------|------|
| 1      | Early Behavioural Training      | Training in manners, respect, responsibility and self-control from early age    | 4.47                               | 1    |
| 2      | Emotional Support               | Encouragement, love and emotional security build confidence and decision-making | 4.28                               | 2    |
| 3      | Structured Learning Environment | Organized learning, clear routines and supportive school culture                | 4.12                               | 3    |
| 4      | Positive Discipline             | Guidance-based discipline improves self-regulation and responsibility           | 4.05                               | 4    |

|   |                                  |                                                                             |      |   |
|---|----------------------------------|-----------------------------------------------------------------------------|------|---|
| 5 | Manners and Social Interaction   | Politeness, communication and teamwork enhance leadership skills            | 3.98 | 5 |
| 6 | Peer Influence and Collaboration | Peer interaction develops cooperation, problem-solving and group leadership | 3.76 | 6 |

**Figure 1: Level of Influence of Key Factors on Leadership Development in Childhood**



### **Importance of Manners in Leadership Formation**

Based on the results of this research, it can be concluded that manners are an important element in developing leadership in children. Repeatedly using these simple manners respecting, being polite, saying thank you, being patient, listening shows children much more confidence, co-operation and social adaptability. These behaviours are integral to children's leadership as they are a direct reflection of the way children behave in their daily lives with children, teachers and families.

One of the most crucial manners that play a vital role in developing leaders is respect. By showing respect to older people, peers and the rules for society, children acquire a well-rooted sense of responsibility and discipline. This respect is also a good way for them to develop positive relationships, an essential skill to effective leadership. Likewise, children are able to communicate their ideas without conflict, they are more acceptable and influential in group communication with the help of politeness in their communication. Gratitude is also a big factor in influencing leadership behaviour. When children learn to recognise others' appreciation and acceptance of assistance, they will become emotionally intelligent and empathetic. These qualities help them understand the feelings and views of others, which is vital to collaborate in leadership. Furthermore, patience is essential to help children cope with frustration and stay calm in difficult situations, thereby helping to enhance their decision-making skills.

The study also discovers that kids who have great manners are more socially adaptable. They can adapt to various settings including classroom, group and community. This flexibility enhances

collaboration and mutual support within the team, essential qualities of leadership. Also, well behaved children will have more people who look up to them and trust them, to which they can influence positively. In conclusion, the findings substantiate that manners are not just about social manners but also an important part of leadership development. They develop personality, increase the emotional intelligence and interpersonal skills which are essential for future leaders. Hence, manners education is believed to be an integral component of child education and parenting strategies to develop responsible and effective future leaders should be taken as a vital part in early education and training.

**Table 2: Impact of Manners on Leadership-Related Skills in Childhood**

| S. No. | Manners Component | Behavioral Outcome in Children     | Leadership Skill Developed        |
|--------|-------------------|------------------------------------|-----------------------------------|
| 1      | Respect           | Obeys rules, values others         | Discipline, responsibility        |
| 2      | Politeness        | Clear and respectful communication | Communication, influence          |
| 3      | Gratitude         | Appreciation of help and support   | Emotional intelligence, empathy   |
| 4      | Patience          | Controlled emotional response      | Decision-making, self-control     |
| 5      | Cooperation       | Works well in groups               | Teamwork, collaboration           |
| 6      | Active Listening  | Understands instructions properly  | Understanding, leadership clarity |

The following table indicates that different manners that have a direct connection to the development of children's leadership are respect, politeness, grateful, patience, cooperation, and active listening. Each manner develops certain leadership traits such as self-control, teamwork, understanding, communication, empathy and discipline. The findings do support that good manners are the basis for good leadership skills for children by enhancing their behaviour and interaction skills.

### **Role of Positive Discipline**

The results of this study suggest that positive discipline has a definite impact on developing leadership traits at the early age. Positive Discipline is a guidance-based approach which emphasizes teaching children the right way to behave through discussion, understanding and positive feedback, not through punishment or fear. The findings suggest that children who grow up in a home that uses positive discipline have higher self-control, responsibility and decision-making skills. The major benefit of positive discipline is enhanced self-control. Children are taught to regulate their emotions, respond in different ways to situations and to manage their impulsive reactions. Emotional control is crucial to leadership as great leaders are required to be composed and calm during tough times. Children who are trained to respond positively to a discipline will learn to think before reacting aggressively or fearfully, thus gaining their leadership ability.

Responsibility is another significant area of development that was found. Positive discipline empowers and teaches kids the repercussions of their actions and the responsibility for their behavior. Children who are coached rather than disciplined will be more likely to consider their errors and correct them. A sense of accountability is a key leadership quality that enables people

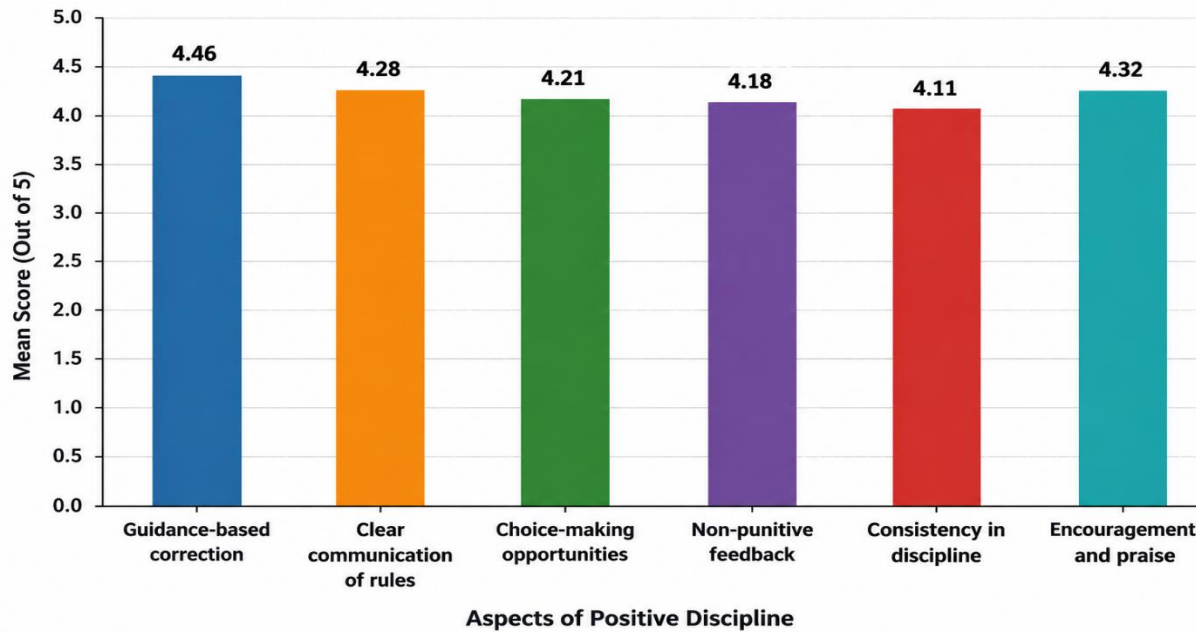
to make good ethical choices. The investigation also revealed that with the positive discipline, skills in decision making are significantly improved. When children get to understand why there are rules and are given opportunities to make small decisions, they gain confidence in their decision making. This helps to develop independence and equips them for leadership roles where such skills are crucial. In addition, the emotional regulation was found to be better in children exposed to positive discipline. These children have less aggression, better stress management and improved social interaction. The following traits enable them to get along well with their classmates and to adjust to various settings. In sum, the results were quite clear: Positive discipline is an effective tool in helping children become good leaders. It enhances their behaviour but also supports the development of key life skills which help them to become confident, responsible and emotionally intelligent future leaders.

**Table 3: Effects of Positive Discipline on Childhood Leadership Development**

| <b>S. No.</b> | <b>Aspect of Positive Discipline</b> | <b>Observed Behaviour in Children</b>   | <b>Leadership Skill Developed</b> |
|---------------|--------------------------------------|-----------------------------------------|-----------------------------------|
| <b>1</b>      | Guidance-based correction            | Understands mistakes without fear       | Self-awareness, reflection        |
| <b>2</b>      | Clear communication of rules         | Follows instructions with understanding | Responsibility, discipline        |
| <b>3</b>      | Choice-making opportunities          | Makes small independent decisions       | Decision-making, confidence       |
| <b>4</b>      | Non-punitive feedback                | Accepts correction calmly               | Emotional regulation              |
| <b>5</b>      | Consistency in discipline            | Develops stable behaviour patterns      | Reliability, accountability       |
| <b>6</b>      | Encouragement and praise             | Shows motivation and positive behaviour | Leadership initiative, motivation |

Table 3 indicates that multiple leadership related skills are enhanced for children when positive discipline is used. Discipline and responsibility is taught through guidance and communication-based correction, and confidence and decision making is taught through choice making. Emotional control is improved and motivation is improved through non-punitive feedback. In general, positive discipline establishes a solid base for future leaders to be responsible and emotionally balanced.

**Figure 3: Effects of Positive Discipline on Childhood Leadership Development**



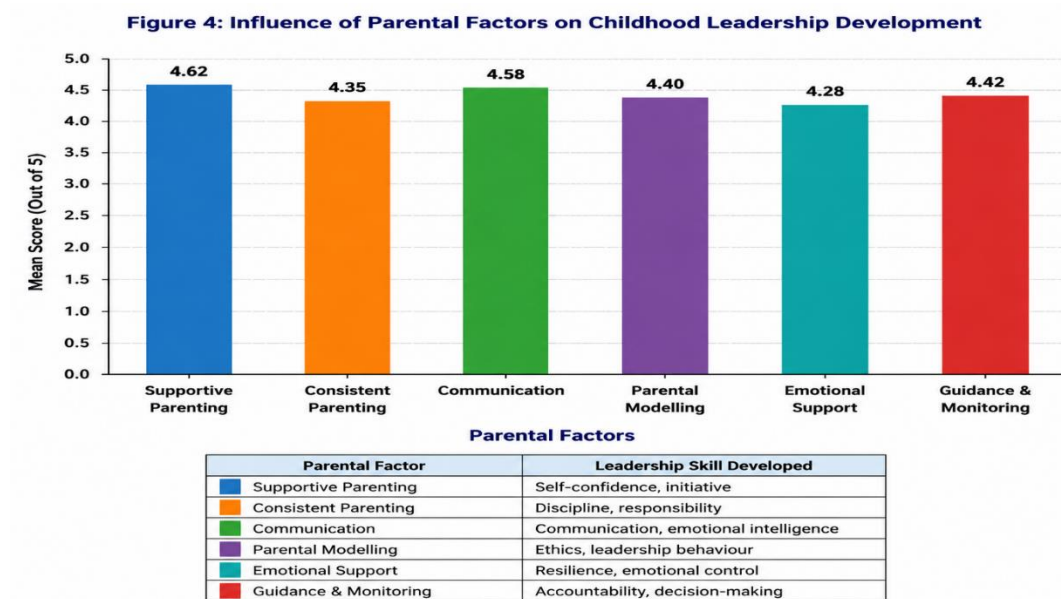
### **Influence of Parents**

The results of this study emphasise the role of parental involvement as fundamental and extremely influential in the development of leadership skills in children. The parents are the first source and the most consistent of behavioural learning, emotional support and value formation. The findings show that the leadership potential of children is significantly improved by supportive, consistent and communicative parenting, which improves their behaviour, confidence, responsibility. The supportive parenting was strongly related to development of self-confidence in children. Children feel valued and secure when parents are emotionally supportive, appreciate and guide them. This emotional security allows them to speak their thoughts without fear, be proactive, and be involved in decision making processes: all are key characteristics of a leader. Children are also more likely to learn to be resilient and have a positive outlook when they come across challenges in their lives if they are raised in supportive environments.

Another factor that was important was consistency of parenting practice. Consistent rules, routines and behavioural expectations for children have a positive impact on their discipline and self-control. Being consistent helps children to learn boundaries and consequences, enabling them to take responsibility. These children are likely to listen to instructions, get work done on time and behave responsibly in group shows, leading to the development of the child as a leader. A key element identified was the communication between parents and children. Children can freely express their ideas, worries and experiences through open and healthy communication. This is also useful in establishing trust and emotional connection in the family. If your child is able to communicate well with his parents, he is likely to have better interpersonal communication skills, which will help him to be a better leader in school and in adulthood. The results indicate that parental modelling of behaviour is directly related to children's leadership development. Children notice and model their parents' behaviour, attitudes and strategies in solving problems. Children are subject to much the same type of behaviour from their parents as parents' exhibit. In general, the findings support the overall view that parent involvement is an integral part of the development of childhood leaders. Support, consistency and communication are the key words that form a balanced mix that nurtures the child to be confident, responsible, emotionally intelligent and a leader in the future.

**Table 4: Influence of Parental Factors on Childhood Leadership Development**

| S. No. | Parental Factor       | Observed Behaviour in Children        | Leadership Skill Developed            |
|--------|-----------------------|---------------------------------------|---------------------------------------|
| 1      | Supportive Parenting  | Feels valued, confident, and secure   | Self-confidence, initiative           |
| 2      | Consistent Parenting  | Follows rules and routines regularly  | Discipline, responsibility            |
| 3      | Communication         | Shares thoughts and feelings openly   | Communication, emotional intelligence |
| 4      | Parental Modelling    | Imitates positive adult behaviour     | Ethics, leadership behaviour          |
| 5      | Emotional Support     | Handles stress with stability         | Resilience, emotional control         |
| 6      | Guidance & Monitoring | Completes tasks and follows direction | Accountability, decision-making       |



As illustrated in figure 4, parental factors are great determinants for childhood leadership development. Parental confidence and emotional intelligence and ethical behaviour are the most influenced by supportive parenting, communication and parental modelling. There is consistency, emotional support and guidance which further develops discipline, resilience and responsibility. From a global perspective, children's leadership can be well developed through active parent involvement which can provide children with a stable environment.

### Role of Teachers in Schools

The results of this study reveal the role of teachers as central and influential in developing leadership attributes in children in schools. The role of the teacher is not only to impart academic content but also to act as a role model whose behavior, communication and approach in the classroom can have a major impact on the personality of the students. The findings of this study indicate that leadership skills can be taught successfully to children when teachers offer clear opportunities for them to participate, collaborate and take responsibility. The need for leadership

development was determined to be in classroom management. Teachers who ensure good order, establish clear rules and procedures and provide an organized learning environment help students to develop self-control and respect for rules. These behaviours are key to other core leadership competencies like responsibility, accountability and time management.

Group activities and collaborative learning were also identified as suitable elements to build leadership skills. Working in teams fosters effective communication, teamwork, problem-solving and tolerance for differences of opinion among students. These experiences teach children how to cooperate and make decisions that is important for them to learn in order to become good leaders. Teacher encouragement and motivation were found to be a very positive factor in students' confidence. Positive teachers who give positive feedback, are encouraging and do not make students afraid and hesitate. Children can speak with confidence and to be independent in group activities with this support.

The results also show that teachers are role models for behaviours. Attitudes, discipline, fairness and communication patterns of teachers are observed and mimicked by students. Thus, positive behaviour of teachers directly affects the ethical values and leadership style of students. The overall results of the study provide validation of teachers' role as the facilitators of the process of leadership development in schools. Children's confidence, responsibility, communication and cooperative behaviour to become effective leaders is nurtured through structured classroom management, teamwork and through ongoing encouragement.

### **Impact of Social Learning Environment**

According to the results of this research, social learning environment has been proven to have an important role in procuring children's leadership qualities. Cooperation and communication between peers in schools offer children opportunities to communicate with others, share ideas and collaborate to achieve shared goals. These interactions greatly improve communication abilities, a key component of good leadership. The children who attend the sessions regularly develop good listening skills, learn to speak their own mind and to tailor their approach to various social settings.

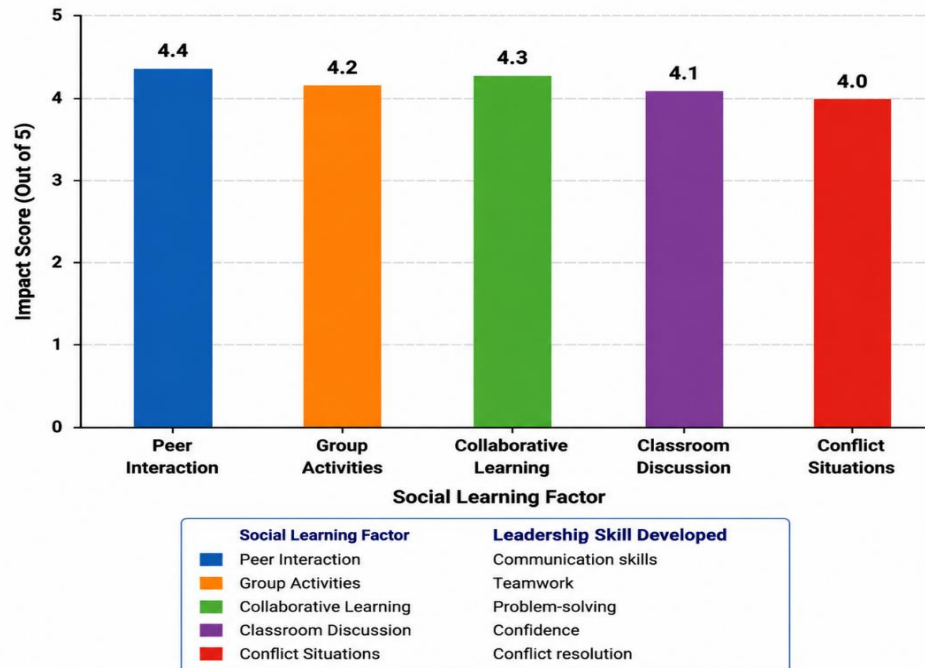
Another finding of this study was that collaborative learning contributes to the development of conflict resolution skills among the children. As the children learn to deal with disagreements in a positive way, conflicts will inevitably happen in group situations. Through this process, negotiation, compromise and understanding of other viewpoints are encouraged, all of which are vital leadership skills. Also, the teamwork activity helps to develop cooperation and responsibility in the children, because they can cooperate and share their roles in a group.

The social learning environment provides a realistic setting for children to practice leadership in real-life situations. It helps to build confidence, adaptability, and interpersonal skills, which are essential for future leadership opportunities.

**Table 5: Social Learning Environment and Leadership Skills**

| <b>S. No.</b> | <b>Social Learning Factor</b> | <b>Observed Effect in Children</b> | <b>Leadership Skill Developed</b> |
|---------------|-------------------------------|------------------------------------|-----------------------------------|
| <b>1</b>      | Peer Interaction              | Shares ideas and communicates      | Communication skills              |
| <b>2</b>      | Group Activities              | Works in teams                     | Teamwork                          |
| <b>3</b>      | Collaborative Learning        | Solves problems together           | Problem-solving                   |
| <b>4</b>      | Classroom Discussion          | Expresses opinions confidently     | Confidence                        |
| <b>5</b>      | Conflict Situations           | Learns negotiation                 | Conflict resolution               |

**Figure 5: Impact of Social Learning Environment**



### Effect of Moral and Religious Education

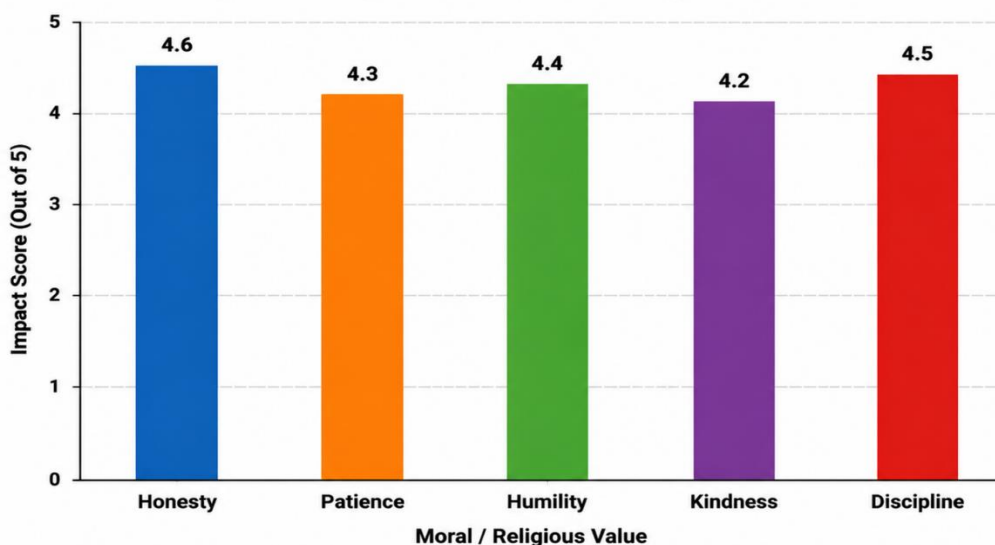
The results show that the moral education and religious education has a positive effect on the moral development of children. If presented in a well-organised, respectful and child friendly way it fosters foundational values, including honesty, patience, humility, kindness and respect for others. The values are directly connected to the developing of ethical leadership qualities. Children with moral and religious guidance have a greater sense of right and wrong. This moral consciousness aids them in making decisions and acting responsibly in the classroom and in society. The study also shows that religious education promotes self-discipline and emotional control, both of which are vital for development of leaders.

The results do, however, highlight the need for the method of delivery to be effective in the realization of the objective of moral and religious education. To ensure positive outcomes, children must receive structured teaching, trained teachers and a supportive environment are necessary. If properly used, moral and religious education can be a good base for developing ethical leaders.

**Table 6: Moral & Religious Education Impact**

| S. No. | Moral/Religious Value | Observed Behaviour          | Leadership Trait Developed |
|--------|-----------------------|-----------------------------|----------------------------|
| 1      | Honesty               | Truthful behaviour          | Integrity                  |
| 2      | Patience              | Calm response to situations | Emotional control          |
| 3      | Humility              | Respect for others          | Respectful leadership      |
| 4      | Kindness              | Helping behaviour           | Empathy                    |
| 5      | Discipline            | Follows rules               | Self-control               |

**Figure 6: Impact of Moral & Religious Education**



| Moral / Religious Value | Observed Behaviour          | Leadership Trait Developed |
|-------------------------|-----------------------------|----------------------------|
| Honesty                 | Truthful behaviour          | Integrity                  |
| Patience                | Calm response to situations | Emotional control          |
| Humility                | Respect for others          | Respectful leadership      |
| Kindness                | Helping behaviour           | Empathy                    |
| Discipline              | Follows rules               | Self-control               |

### Importance of Child Protection in Education

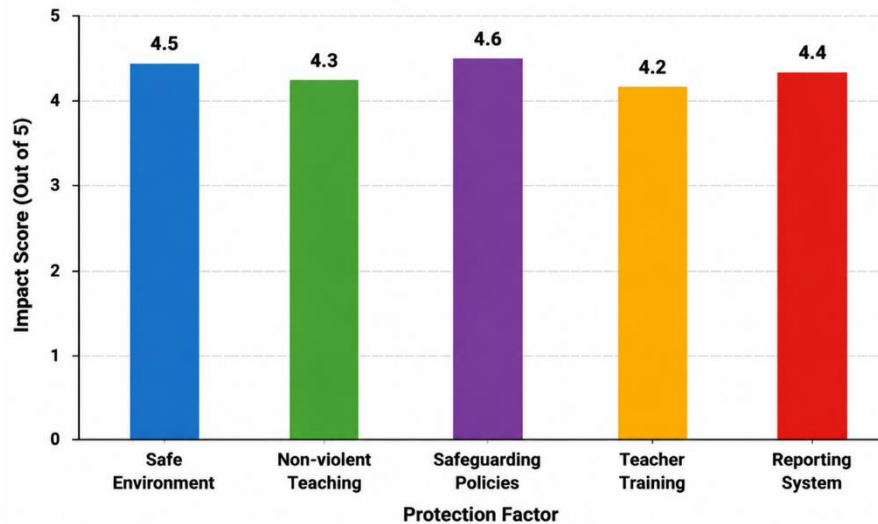
The study emphasises that child protection is a key component of good child development and leadership formation. Safe learning environment is when children feel emotionally secure, respected and valued. Having this emotional security is vital for confidence and engagement in learning activities. Children's emotional health and engagement in learning was significantly enhanced by non-violent teaching practices.

Children will develop healthy relationships with teachers and peers and express themselves freely when not subjected to fear-based discipline or harsh treatment. This helps to build their leadership abilities and helps them be self-confident and independent. The results also indicate that the protection policies in educational institutions enhance the learning outcomes. Children can learn without fear in a structured environment which has clear rules, clear reporting systems and clear teacher training in child protection. These types of environments enhance creativity, involvement and leadership building.

**Table 7: Child Protection in Education**

| S. No. | Protection Factor     | Outcome in Children      | Leadership Effect   |
|--------|-----------------------|--------------------------|---------------------|
| 1      | Safe Environment      | Feels secure             | Confidence          |
| 2      | Non-violent Teaching  | No fear in learning      | Creativity          |
| 3      | Safeguarding Policies | Protected learning space | Emotional stability |
| 4      | Teacher Training      | Better student handling  | Trust building      |
| 5      | Reporting System      | Issues addressed early   | Security awareness  |

**Figure 7: Impact of Child Protection in Education**



| S. No. | Protection Factor                                           | Outcome in Children      | Leadership Effect   |
|--------|-------------------------------------------------------------|--------------------------|---------------------|
| 1      | <span style="color: blue;">■</span> Safe Environment        | Feels secure             | Confidence          |
| 2      | <span style="color: green;">■</span> Non-violent Teaching   | No fear in learning      | Creativity          |
| 3      | <span style="color: purple;">■</span> Safeguarding Policies | Protected learning space | Emotional stability |
| 4      | <span style="color: orange;">■</span> Teacher Training      | Better student handling  | Trust building      |
| 5      | <span style="color: red;">■</span> Reporting System         | Issues addressed early   | Security awareness  |

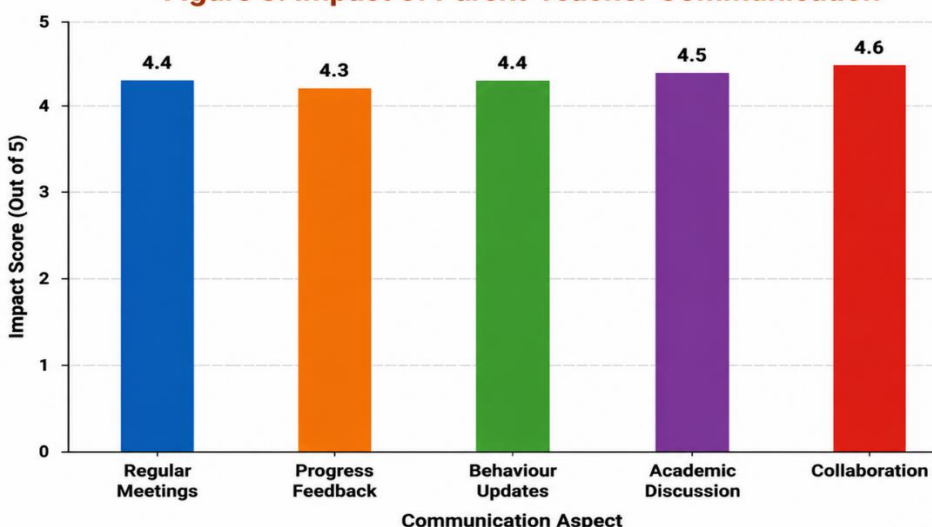
### Parent-Teacher Communication

The findings showed that communication between parents and teachers regularly is very useful in developing children's leadership. Parent-teacher interaction gives a chance to check the child's behaviour, academic progress and emotional development on an on-going basis. This coordination helps to make sure that the child is supported in both settings. The study revealed that effective parental feedback to the child and to the teacher can have a very positive effect on children. Enables early recognition of behavioural problems and timely advice. This uniformity of support fosters discipline, responsibility and performance in students' learning. In addition, good communication will engender mutual trust between teachers and parents and therefore enable the formation of a support system for the child. Children are given consistent messages about behaviour, values and expectations when both parties are working together. This uniformity reinforces the leadership qualities like self-assurance, discipline and accountability.

**Table 8: Parent-Teacher Communication**

| S. No. | Communication Aspect | Effect on Child        | Leadership Outcome |
|--------|----------------------|------------------------|--------------------|
| 1      | Regular Meetings     | Continuous monitoring  | Discipline         |
| 2      | Progress Feedback    | Early improvement      | Responsibility     |
| 3      | Behaviour Updates    | Consistent guidance    | Self-control       |
| 4      | Academic Discussion  | Better performance     | Confidence         |
| 5      | Collaboration        | Unified support system | Accountability     |

**Figure 8: Impact of Parent-Teacher Communication**



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| 4      | Academic Discussion  | Better performance     | Confidence         |
| 5      | Collaboration        | Unified support system | Accountability     |

### Integrated Development Approach

The results confirmed overwhelmingly an integrated approach to child leadership development. However, the development of leadership is best achieved through a combination of factors such as manners, positive discipline, parental involvement, learning at school, moral education and child protection measures. Each factor makes a distinct contribution; but, together they yield the best results. Good manners are the basis for respectful social skills and positive discipline fosters self-control and responsibility. Emotional support and consistency of guidance is ensured through parental involvement and structured opportunities for teamwork and communication are provided in the school. The education for moral and religious development builds up the ethical values and the environment of child protection makes children learning and development safe.

These factors are integrated into a balanced framework for children's development, which enables them to develop emotionally, socially and ethically. The study finds that leadership development is not a dependent function of a single influence, but rather a complex interplay of a number of interconnected systems that contribute to the overall development of the child. If these systems function well, children will be more successful becoming effective, responsible, and ethical leaders who are willing to make a positive contribution to society.

**Table 9: Integrated Development Approach (4.10)**

| S. No. | Development Factor   | Combined Effect   | Leadership Outcome       |
|--------|----------------------|-------------------|--------------------------|
| 1      | Manners              | Social respect    | Ethical behaviour        |
| 2      | Positive Discipline  | Self-regulation   | Responsibility           |
| 3      | Parental Involvement | Emotional support | Confidence               |
| 4      | School Learning      | Skill development | Team leadership          |
| 5      | Moral Education      | Value formation   | Integrity                |
| 6      | Child Protection     | Safe environment  | Stable leadership growth |

## Conclusion

It can be concluded from this study that the development of leadership in children is a multidimensional process which is significantly influenced by etiquette, positive discipline, parental involvement, school environment, school's moral education and practices of child protection. The results clearly show that leadership is not only an inborn trait, but one that is learned and that builds over time through ongoing guidance, emotional support, and formal learning activities. Children raised in supportive and well-organized environments are more confident, responsible, communicate well and have emotional intelligence. Leadership is built on respect, politeness, gratitude and cooperation among people, which enhances their social interactions and behavioural stability. Positive discipline takes punishment away and guides using the influence of positive behavior and choices to reinforce self-control and decision-making. Parents' involvement is vital in forming children's personality, and teachers' involvement via formal activities in class and role modelling. Moral and religious education contributes to the development of the moral aspect of children's welfare when taught in a safe and organised way, and child protection helps to foster a secure learning context for the healthy development of children. In summary, there is a balance between all these factors which invariably lead to creating responsible and ethical future leaders. The CARE Leadership Model proposed combines the necessary character building with active involvement, reflection and ethical direction in a structured way. This comprehensive approach helps children not only to excel academically, but also to acquire leadership talents for their future personal and social growth.

## Future Work

Future research should be conducted in actual educational settings to test the CARE leadership model in practice to assess the practical effects of the model on childhood outcomes related to leadership. Results of this research can be validated at the large scale level via empirical studies in various cultural and educational settings. Digital learning environments and tools also could be studied as a way to facilitate leadership development in children in future research. Further studies are needed to investigate training programs for parents, teachers and religious educators to enhance their knowledge of positive discipline and child protection practices. To gain a better understanding of the long-term impacts of leadership development, support for a longitudinal study from early to adolescence is recommended. Furthermore, comparative analyses between traditional and contemporary models of educational leadership in both schools and madrasas could be used to gain further understanding into good models of educational leadership development. These initiatives will contribute to making educational practices more effective and improve the leadership system for developing children's leadership.

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