



***Learner Talent and Passion Development in Learning
 Institutions: The Role of Education Leaders***
Rozwój talentów i pasji uczniów w instytucjach edukacyjnych.
Rola liderów edukacji

ABSTRACT

RESEARCH OBJECTIVE: The study highlights teachers' and education leaders' role in ensuring the development of learners' talent and passion in learning institutions.

THE RESEARCH PROBLEM AND METHODS: Effective learning should begin with the learner at the center of the learning process. The research utilized a systematic review of the recent literature on the subject to collect secondary data.

THE PROCESS OF ARGUMENTATION: Leadership in the education sector influences the learning process and educators' impact on students. Passion and talent in education is a value that explores and expresses how learners appreciate knowledge, persevere in seeking it, and are curious while reading about any given topic.

RESEARCH RESULTS: The study highlights the need to reshape educational priorities by placing greater emphasis on fostering passion and talents than on traditional academic achievements. It is emphasized that teachers and education leaders play a crucial role in developing students' talents and passions through a transformational approach. Effective teaching should be based on trust, inspired leadership by teachers, and teaching content integrated with real-life situations of the students.

CONCLUSIONS, RECOMMENDATIONS AND APPLICABLE VALUE OF RESEARCH: Talent and passion are integral to the learning process, and educators play a vital role in creating an environment that cultivates commitment and dedication among learners. Shifting educational priorities toward developing talent and passion, as opposed to a singular focus on academic achievement, is recommended for meaningful transformation in the learning process. The correlation between transformational leadership and passion in education underscores the importance of creating an inspiring, supportive educational environment that fosters student engagement and success.

→ **KEYWORDS:** TALENT, PASSION, EDUCATION LEADERS, TEACHER, STUDENT

STRESZCZENIE

CEL NAUKOWY: Podkreślenie roli nauczycieli i liderów edukacji w rozwijaniu talentów oraz pasji uczniów w instytucjach edukacyjnych.

PROBLEM I METODY BADAWCZE: Efektywne kształcenie powinno rozpoczynać się od postawienia osoby uczącej się w centrum procesu nauczania. W celu zebrania danych wtórnych w badaniu wykorzystano systematyczny przegląd najnowszej literatury.

PROCES WYWODU: Przywództwo w sektorze edukacji pozytywnie kształtuje proces uczenia się i ma wpływ na formowanie uczniów przez nauczycieli. Pasja i talent w edukacji to wartość, która odkrywa i wyraża sposób, w jaki uczniowie cenią wiedzę, wytrwale jej poszukują i są zainteresowani danym zagadnieniem.

WYNIKI ANALIZY NAUKOWEJ: Badanie wskazuje na konieczność przemodelowania priorytetów edukacyjnych, kładąc większy nacisk na rozwijanie pasji i talentów niż na tradycyjne osiągnięcia akademickie. Uwydatniono, że kluczową rolę w rozwijaniu talentów i pasji uczniów odgrywają nauczyciele oraz liderzy edukacji poprzez zastosowanie podejścia transformacyjnego. Efektywne nauczanie powinno opierać się na zaufaniu, inspirującym przywództwie nauczycieli i integracji treści nauczania z rzeczywistymi życiowymi sytuacjami uczniów.

WNIOSKI, REKOMENDACJE I APLIKACYJNE ZNACZENIE WPŁYWU BADAŃ: Talent i pasja są integralną częścią procesu uczenia się, a nauczyciele odgrywają istotną rolę w tworzeniu środowiska, które rozwija zainteresowanie i zaangażowanie wśród uczniów. W przeciwieństwie do skupiania się wyłącznie na osiągnięciach akademickich zalecana jest zmiana priorytetów edukacyjnych w kierunku rozwoju talentów i pasji w celu znaczącego przekształcenia procesu uczenia się. Korelacja pomiędzy transformacyjnym przywództwem a pasją w edukacji podkreśla istotę tworzenia inspirującego i wspierającego środowiska edukacyjnego, które sprzyja zaangażowaniu i sukcesowi uczniów.

Introduction

Talent and passion in the learning process are promising when considering learners' ability to commit and dedicate themselves fully to a learning activity. However, their significance can only be achieved when teachers and education leaders create an environment that propels their learners to persevere, commit, and remain dedicated to engendering everyday practices (Ruiz-Alfonso & Leon, 2016). The study highlights teachers' and education leaders' role in ensuring the development of learners' talent and passion in learning institutions.

Research Problems and Methods

Effective learning should begin with the learner at the center of the learning process. Thus, every course should be learner-based and must prove valuable to enable students to link course content to their lives. However, teachers and education leaders often look

beyond the significance of learner-based teaching in establishing passion in students. The challenge has resulted in learning institutions focusing on academic performance rather than students' talent, passion, and development.

The research utilized a systematic literature review to collect secondary data. With the adopted research approach, the researcher analyzed the gathered material and performed a peer review of the information used in the research. At every step of the process, the researcher included multiple reviewers and employed the inclusion/exclusion criteria in the search strategy. Through the research approach, the researcher had a chance to review the existing information about the role of education leaders and teachers in developing learner talent and passion. To successfully utilize the research method, the researcher defined the reason for developing the research objective, obtained the appropriate articles, and extracted the right content to establish the study's themes (Linares-Espinós et al., 2018).

Leadership in the Education Sector

When teachers become influential leaders, they contribute to the educational institution and the people who go through the system to become independent citizens. Using leadership, teachers can surrender to their profession while making the most of their talents, training, and skills, often developed under similar educational circumstances (Cejas Martínez et al., 2021). Adie et al. (2020) argued that leadership was a virtue conferred on politicians, managers, and social figures based on their ability to influence others and demonstrate charisma. Leadership significantly influences the learning process and educators' impact on students (Ziadat & Qatawi, 2014).

When understanding leadership in its different forms, the learning process must be considered based on innovation, progress, and the decision-making approach teachers use to guide and influence students (Cejas Martínez et al., 2021). Therefore, when leadership is perceived from a teacher's perspective, the fundamental essence of the teacher must be defined and maintained, since the learning process falls under social responsibility. As Ruiz-Alfonso and Leon (2016) pointed out, the importance of this consideration lies in the teachers' role in creating meaningful change in students' lives. In line with educators' different roles, leadership in every area must fluctuate between typologies while exercising responsibility. Therefore, leadership identification depends on every area's degree of responsibility.

Transformational leadership significantly influences the learning process, since teachers can use it to permeate their learners via shared knowledge through the four attributed dimensions. Intellectual stimulation enables educators to arouse their learners' curiosity, a variable that serves as an indicator of shared knowledge (Ziadat & Qatawi, 2014). Next, individual consideration allows for the creation of an environment where learners review every situation individually according to their circumstances. Likewise, inspirational leadership enables learners to feel that their instructors value them. Lastly,

idealized influence facilitates charisma development, which allows teachers to identify their students' emotions (Ruiz-Alfonso & Leon, 2016).

Transformation in the learning process does not happen by chance. Instead, authentic leadership is essential for changes to occur. Transformational leadership fosters the development of distributed and shared learning and is more likely to result in student knowledge acquisition and transformation (Bonneville-Roussy et al., 2013). A good education is a moral task, since it engages learners in a profound comprehension of the purpose and nature of their lives while helping them determine how they can contribute to the greater good within society (Bonneville-Roussy et al., 2013). However, for this type of learning to take effect, new skills and knowledge for learners and educators must be considered, where learning is more about giving an individual's unique humanity to others and society (Adie et al., 2020).

For schools to trigger this transformational process in their students, the curriculum must be intellectually challenging for all. That promotes higher-order creative and critical thinking, profound comprehension, and active learner engagement (Adie et al., 2020). The curriculum must also be differentiated and inclusive to meet diverse learning needs. Moreover, it must be underpinned by pro-social values that offer social responsibility among students and student learning with others (Ziadat & Qatawi, 2014). The curriculum must also establish social connections among learners to develop emotional literacy and social competencies. Lastly, the curriculum must improve student resilience by incorporating self-regulation and optimistic capability (Leung et al., 2013). Therefore, transformative learning in schools must be anchored in community ethics and values, which are fundamental to a person's culture within society.

Passion and Talent in Education

Passion is present in the learning process, and in light of its role in producing critical outcomes, it is inevitable to comprehend better what passion is. According to Vallerand (2012), passion can be a strong inclination to a particular activity, concept, object, or high value in which an individual regularly invests energy and time. Within the realm of education, passion is essential since it impacts learners' and teachers' performance. The passion for learning revolves around a student's interests in a specific domain (Mutqen, 2017). On the other hand, talent is closely related to achievement and performance. In the education sector, a learner is considered to have talent if they can attain specific educational goals, such as gaining a particular ability, in a sufficient educational environment (Meyer, 2021).

Therefore, talent and passion for knowledge is a value that explores and expresses how learners appreciate knowledge, persevere in seeking it, and are curious while reading on any given topic (Najmuldeen, 2021). Moreover, talent and passion for knowledge entail the eagerness students have to search for knowledge to assimilate, discover, and contribute to further learning through in-depth comprehension, reflection, and as a way of living (Najmuldeen, 2021). Therefore, within an educational setting, when passion and talent

are combined, it becomes the driver for students to persevere and appreciate learning as they continue to seek knowledge (Najmuldeen, 2021). However, the curiosity and eagerness to seek knowledge to discover learning, assimilate what has been learned, and contribute to knowledge production. should be nurtured within curricula by incorporating opportunities for critical thinking, creativity, and practical application, ensuring that students not only retain information but also use it to innovate and solve real-world problems.

The Role Talent and Passion Play in Teaching and Learning

Both talent and passion require the participant's commitment, which is at the heart of effective teaching (Hamdi, 2017). With a passion for creating and talent requiring motivation, the two are essential in teaching and learning, since they encourage educators to act. For this reason, talented and passionate teachers have the potential to develop excitement in the learning process, which influences learning. Hargreaves (1997, p. 17) and Hamdi (2017) showed that the link between education and learning, in every pedagogical approach, only exists in a passionate classroom.

Talented and passionate teachers love their job, are aware of passion's impact on learning environments and learner success, and always look for ways for their learners to achieve more (Ziadat & Qatawi, 2014). Enthusiastic teachers can promote success among their learners by turning them into passionate individuals and enabling them to attach significance to their activities (Mutqen, 2017). With this, passionate teachers transform their learners into energetic people willing to learn.

The participant's dedication and commitment are critical elements in the development of talent and passion. In teaching and learning, passionate teachers are strongly inclined to their work and can motivate their learners by awakening in them a willingness to learn (Hamdi, 2017). With the power of a profession being measured by the commitment of the individuals involved in teaching, passionate teachers positively impact their student's achievement (Parlo Singh & Allen, 2019). As such, a relationship exists between passionate teaching and high-quality education, which motivates learners to pursue their talents and enables them to achieve academic success (Ruiz-Alfonso & Leon, 2016). The relationship between passionate teaching and learning can therefore be illustrated in the following manner.

Firstly, if and when learners realize that their educators are very interested in the course content and place high learning standards on them, they become more serious. When this occurs, the learning process no longer requires force, but runs based on inspiration (Cejas Martínez et al., 2021). Secondly, in the absence of a collaborative learning environment and the arousal to take risks within classrooms, creating a teacher – student relationship becomes a challenge (Bonneville-Roussy et al., 2013). Lastly, the inability to connect course content to real-life scenarios makes learners less motivated (Leung et al., 2013).

Talented and passionate teachers understand their mandate when encouraging students. Meyer (2021) showed that such teachers and leaders always show interest in their students' development, constantly improve their commitment and devotion, and

work with enthusiasm while believing in the significance of their work. This commitment to work influences an educator's attitude, behavior, performance, and perspective since they constantly endeavor to enhance their skills, being important for continuous teaching (Hamdi, 2017).

What distinguishes passionate teachers and education leaders is their willingness to share their knowledge, strength, and love with their learners. Bonneville-Roussy et al. (2013) argued that these teachers develop learning conditions in their fields to instruct their students, accept who they are and their role in the learning process, and pass on their passion to learners to influence them to pursue their desires. With this realization and purpose, these teachers can inspire less motivated or experienced students to achieve their talent for learning activities and passion. For a passionate educator, teaching and the learning process becomes a platform to understand what was not known before.

Passion can also be understood as a feeling that strongly influences an individual's mind. With this perspective, passion becomes a motivating and guiding aspect that emanates from emotional power, enabling teachers to reach their targets: students (Carbonneau et al., 2008). Passionate teachers go beyond planning for the upcoming lessons, are engaged by approaching the next lesson from another perspective, can make a difference in their learners' achievements and lives, always work on their professional development, and aim for students' success (Mutqen, 2017).

Focusing on Talent and Passion Over Achievement

Learning institutions have developed to prioritize academic achievement over intrinsic motivation. The significance of this design has been attributed to the understanding that academic achievements matter more to learners than whether topics are motivating or enjoyable (Cooper, 2019). The role of teachers and education leaders is to ensure that learning focuses on talents and passion rather than academic achievement. Therefore, promoting passion among learners requires education leaders to rethink their approach to learning (Cejas Martínez et al., 2021). Teachers should focus on strategies to identify a student's sense of purpose relative to how their intrinsic motivation is deeply developed toward achieving specific tasks.

Engaged students can discover exciting topics that make them enjoy their learning. Such learners are intrinsically motivated to pursue the topics despite external motivators, like grades, that may hinder their motivation (Medina Alvarado, 2020). Education leaders must always acknowledge that by helping their students find passion and pursue their talents, they create a new generation of individuals who have a genuine interest in what they do (Parlo Singh & Allen, 2019). When such learning aspects are incorporated within classrooms, not only do learners achieve academic excellence, but they also find and pursue fields that make them happy. True success comes from working on things that make people happy. When such considerations are made in teaching, learners appreciate activities that make them happy regardless of societal expectations (Meyer, 2021).

Teacher–Student Relationship

The other role that teachers and education leaders play in developing learners' passion and talent is to establish trust between teachers and students. Khan (2020) has shown that despite strong teacher relationships being critical, especially in special needs learners, teacher–student relationships make learners engaged and motivated. Students' ability to persevere in any challenge highly depends on the trust that students develop in their educators (Cooper, 2019). When students appreciate knowledge by being passionate and having the required talent, they understand that working hard and making mistakes are essential to learning.

As Gilal et al. (2019) argue, when learners understand that making mistakes is essential to seeking their purpose, they become purpose-driven. Therefore, creating strong teacher–student relationships is one way of helping learners study in a safe environment to explore and fail. Since the learning process entails taking risks, education leaders are responsible for ensuring that learners feel safe to explore and fail (Medina Alvarado, 2020). Moreover, such strong relationships are critical since they foster learner–learner and learner–teacher interactions, which are trust-based and help students thrive.

Fostering Collaboration

Incorporating collaboration within classrooms is another way that education leaders and teachers help learners feel safe and become involved in the learning process. According to Cejas Martínez et al. (2021), collaboration facilitates safety and creates a platform where students become exposed to different ideas. One way to achieve this is to ask learners to contribute to designing the learning environment. The creative learning strategy is critical in designing the learning environments, since it encourages students to share their voice in the development, which is an opportunity to explore learner passion (Khan, 2020). Involving learners in this process is important in developing talent and passion, since it incorporates learners' change and interests and establishes student-based learning environments. Teachers and education leaders should create more similar autonomous classrooms by including student-based activities to help create a learning culture where every student's interests are valued (Gilal et al., 2019).

Sharing Personal Passion

Learners emulate the behavior of their educators and when they see that their teachers are enthusiastic about learning, they become excited and desire to be more engaged in their work (Meyer, 2021). In their position as mentors, teachers are responsible for showing their learners the significance and value that talent and passion have in their learning and future. Students pick up on the positive energy their teachers share when they are

enthusiastic about any topic. For example, when an educator incorporates music into the curriculum, the sing-along sessions can help students develop an interest in music (Cejas Martínez et al., 2021).

The enthusiasm that educators share with their learners about why they teach might guide their students to pursue a meaningful career path. Showing and sharing their passion for what teachers do is an opportunity to create excitement among learners about what they desire to be in the future. A teacher's love for their career can help students find the same energy, fueling their desire to pursue specific courses (Khan, 2020).

Harnessing Students' Curiosity

Talent and passion are innate to every learner; however, they can only be initiated when learners start to explore their curiosity (Cejas Martínez et al., 2021). According to Gilal et al. (2019), students must determine what field they want to pursue before becoming curious. For teachers and education leaders to get their students to connect with the content that interests them, they must always consider ways to make learners associate courses with skills and interests (Cooper, 2019). Effective learning begins when learning is student-based, and every subject proves valuable to students. Additionally, learners will be interested in pursuing specific topics only when they link a course's content to their own lives.

With this understanding, the role of teachers and education leaders is establishing a subject's relevance and making it meaningful and fun for learners. One way to achieve this connection is by associating local case concepts, current issues, and events – especially those that directly influence learners' lives (Cejas Martínez et al., 2021). As such, teachers are mandated to constantly update learning content and ensure that it is applicable to students' everyday lives.

When learners' curiosity transitions into interest, they become more committed to the learning process, their ability to process information improves, learning strategies are more effective, and course concepts are well understood. Harnessing learners' curiosity contributes to talent and passion development and is the best way that allows learners to discover their vital areas by delving into creative, intellectual, and physical activities outside their comfort zone (Carbonneau et al., 2008). With passion and talent requiring perseverance, the more learners try to strengthen their activities, the more they encounter opportunities that enable them to discover their passion.

Within the same understanding, teachers can also take learning activities outside and pair their students with their peers or help centers that align with learners' interests. As guides, teachers can help students identify areas of interest, especially when they have trouble doing so by themselves (Cejas Martínez et al., 2021). Teachers can achieve this by engaging learners in several personality tests and career questions to enable them to identify their interests.

Conclusion

Talent and passion in learning institutions are of value when exploring and expressing how learners appreciate knowledge, persevere in seeking it, and are curious while reading about any given topic. It becomes the role of teachers and education leaders to harness students' curiosity and eagerness to seek knowledge to discover learning. Talented and passionate teachers love their job, always look for ways to enhance student achievement, are strongly inclined to work and can motivate learners by awakening their willingness to learn.

The appropriate innovations to create learning environments where education is learner-based is by incorporating learners' change and interests to make learning student-based. Creating autonomous classrooms is necessary to further explore learner talent and passion. Creating such a learning culture will ensure that learning concentrates on learners' interests and strives to develop them. Another innovative approach to consider facilitating learner-based curricula development is to take learning activities outside. Through this, teachers become student guides and help them identify their areas of interest.

Based on the literature and the innovations for developing talent and passion among learners, it is fundamental that teachers should consider students' interests when developing courses, the content of which should enable students to link material to everyday activities. When this is achieved, it becomes possible for learners to associate current issues, and events, especially those that have a direct influence on their lives. Another recommendation for enhancing learner talent and developing passion among students is by helping them identify their areas of interest. Teachers must challenge their students to engage in identifying their interests so that their interests can form the foundation of the learning process.

Transformational leadership appears to play a key role in developing students' passions and talents in the context of education. By using a transformational approach, teachers and education leaders can not only inspire students to explore their interests and engagement, but also integrate learning content with their real-life experiences. This correlation between transformational leadership and passion in education underscores the importance of creating an inspiring and supportive educational environment that fosters student engagement and success.

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