

## **Holistic Development of Novice Educators: Insights from the Seven Habits of Highly Effective People**

Fakhar-ul-Zaman\*  
Muhammad Sarwar\*\*  
Muhammad Sher Baz Ali\*\*\*

### **Abstract**

This study explores the holistic development of novice educators from the perspective of “The Seven Habits of Highly Effective People” by Stephen Covey. Based on the principles described by Covey in his book, the researcher discusses how novice educators can develop habits that will not only add to their effectiveness in the class but also support their professional and personal growth. Due to potential subjectivity, a qualitative methodology was utilized within the framework of this study. Specifically, semi-structured interviews and content analysis methods were chosen to gather novice educators’ opinions, experiences, and perceptions about how The Seven Habits influenced or might influence their practice. The results pinpoint the key ways in which the habits influence various dimensions of educators’ lives, including teaching practices, interpersonal communication, and self-regulation skills. Therefore, the research offers the key practical implications in regards to teacher training programs and professional development.

**Keywords:** *Novice Educators, Holistic Development, Teacher Training, Stephen R. Covey, The 7 Habits of Highly Effective People, 21st-century Classroom.*

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\* PhD.Scholar, Department of Education, Suprior University , Punjab, Pakistan, Corresponding Author’s Email: [malikfakhar717@gmail.com](mailto:malikfakhar717@gmail.com)

\*\* Professor and Dean, Faculty of Education, International Islamic University, Islamabad

\*\*\* Assistant Professor, Department of Educational Leadership and Management, International Islamic University, Islamabad

## Introduction

This paper focuses on the issues of the holistic development of novice educators that can be solved using “The 7 Habits of Highly Effective People” framework for the development of the programs for teacher training. The field of education is not limited to but worried about the quality of training that new educators receive; all steps are to be taken to ensure that classes receive teachers prepared adequately to be successful in the classroom. Although there exist numerous models and approaches to resolve the issue, integration of the ideas about personal and professional effectiveness may create a comprehensive framework for the development of modern new educators. “The 7 Habits of Highly Effective People” developed by Stephen R. Covey is a well-known model and program of personal growth and personal effectiveness in interpersonal activities (Ahmad et al., 2022).

Although, the literature on teacher preparation abounds, there is still a gap in research regarding the holistic development of novice educators. In this regard, the application of the book “The 7 Habits of Highly Effective People” to this context is instrumental in offering the missing link as a holistic development of novice educators other than concentrating purely on their training (Sroithong & Tantasane, 2019). Additionally, such research helps to demonstrate the value of inclusions of principles of personal effectiveness in teacher preparation programs for comprehensive educators’ development (Leemis, 2021).

Within the realm of novice educator training and professional development, there is a critical need to consider what methodologies for integrating the principles of Covey’s The Seven Habits of Highly Effective People are most effective. While holistic development is a vital factor and the incorporation of the Seven Habits framework may be instrumental in achieving better outcomes in an educational setting, there is a lack of understanding regarding what specific principles and practices have the most impact on the effectiveness and professional growth of novice educators (Din, 2022). To address these critical gaps, the following research problem has been formulated: what are the most effective practices and strategies for integrating the principles of holistic development and the Seven Habits framework into training and professional development of novice educators, and how do novice educators perceive the level of integration of these principles and experience the benefits and challenges related to it. this research seeks to make a valuable contribution to the established body of research in the field of educator training and professional development (Shibley et al., 2021). This study will guide the future development of evidence-based

programs intended to develop effective educators and promote holistic development in an educational setting. (Ahmad et al., 2022).

The decision to explore the collaborative development of novice educators in a holistic manner being guided by “The 7 Habits of Highly Effective People” framework has been made due to the understanding of the significance of self-improvement and self-awareness in the teaching sphere (Das, 2021). By analyzing how habits of proactivity, prioritization, and collaboration may ensure that novice educators are enabled to grow and succeed, this study adds to the continuous attempts to improve teacher education programs and, thus, their impact on student outcomes (Ahmad et al., 2022).

### **Research Objective**

- 1) To examines how "The 7 Habits of Highly Effective People" align with the needs of novice educators and contribute to their growth and success in the teaching profession

### **Research Question**

- 1) How do educators incorporate the "The 7 Habits of Highly Effective People" framework into novice educator training programs and professional development initiatives?

### **Conceptual Framework**

The conceptual framework of this paper seeks to understand the notion of holistic development in the context of training novice educators and their development as professionals. At the core of this framework is the 7 Habits of Highly Effective People’s article , compiled by Stephen R. Covey, serving as a developmental prism to analyze the development concepts that underpin the growth and acquisition of educator-related demands and resistances. The Covey framework is a powerful tool for exploring the principles and practices that contribute and facilitate personal and professional success. It sheds valuable insights into the school district’s essential component of ideal teacher skills, attitudes, and commitment to being developed. At the very core of this framework lies the understanding that key dimensions are interconnected in educators’ development, including pedagogical literacy and interpersonal skills, emotional intelligence, and personal awareness. The framework views these various aspects and other dimensions holistically because novice educators must learn and navigate different personalities and challenges that evolve complex interactions in environments. Because every Covey habit plays a foundational role in each several dimensions of it, Campus is a guide to these three fundamental dimensions of educator growth. The habits are the base building blocks in examining the various dimensions

considering the motivational and behavioral aspects that combine in the realms of teaching in leadership. Moreover, this framework recognizes that advocates of educator preparation efforts collect more and better data to identify truly effective practices before every novice teacher benefits from fully coherent models. Moreover, the belongings that characterize and contribute to this effectiveness depend upon district-level support, opportunities to grow, and feedback. This framework for novice educator growth in the realm of Covey is beneficial because it can be thought by professionals expert in each arena.

## Literature Review

### **"The 7 Habits of Highly Effective People" by Stephen R. Covey**

"The 7 Habits of Highly Effective People" by Stephen R. Covey remains a classical piece of literature in the sphere of personal development and leadership. Since its release to the public in 1989, the book has been hailed as deeply insightful and practically useful for people of all occupations and backgrounds around the world. In the present literature review, one is to summarize the main topics and chapters, with special attention drawn to the activities and ideas incorporated in Covey's creation. The primary thesis is the importance of formation of a set of successful behavioural patterns that help a person to cope and overcome various difficulties. In the author's interpretation, they need to form the culture of working both at an office or home (Ahmad et al., 2022).

Proactivity is also central to Covey's philosophy. Proactivity, according to Covey, is taking responsibility one's own behavior and reaction to life events rather than reacting to them, as growth can only be achieved by taking control of our actions. This principle implies that the person's behavior can influence their life and the lives of others around them. The literature illustrates the great power of such a mindset in that it allows individuals to overcome any difficulty or barrier with internal determination (Shibley et al., 2021).

Similarly, the concept of beginning with the end in mind is a topic central to Covey's readings. Here, the book discussed how clarity of vision with regards to the end sets the tone for the actions and decisions of all individuals. Setting a goal and priorities enable one to assess decisions and actions regarding how they affect their long-term vision and, as a result, increase focus, influence, and satisfaction. Indeed, scholarly work harps on the importance of setting goals as a precursor to strategic action in the quest for personal and professional achievement (Das, 2021).

The framework of Covey is based on prioritization and time control. First things first is the habit reoriented on keeping in the line with own

values and objectives instead of becoming engaged in daily routine activity . Proper time management allows making the most of a person's regular schedule and reach equilibrium and satisfaction. This perspective also correlates with the opinions of the authors of research studies who describe individual and organizational changes stimulated by implementation of the suggested habits (Sroithong & Tantasane, 2019).

The win-win mindset in interactions and relationships is another habit highly recommended by Covey . Here, Covey is saying that it is crucial to add collaboration, respect, and empathy into the mix to make any interaction or association successful and sustainable. This goes hand in hand with seeking a third alternative or actively listening to the other party in a conversation, as well as adding value to what other people bring. When people achieve this, they create trust, teamwork, and interdependence within others . Reading expounds on the far-reaching implications and power of this approach in creating strong, lasting, personal, and working bonds (Covey, 1998).

Apart from the core habits mentioned above, Covey's framework also emphasizes the role of effective communication, empathy, and constant self-improvement in enhancing personal and professional effectiveness . Primarily focusing on habits like "seeking first to understand, then be understood" and sharpening the saw can help develop self-awareness and increase their resistance and adaptability (Lens, 2021). The reviewed sources stressed that these and other habits have the power to transform a person, empower people to succeed in a constantly changing environment (DiFonzo & Bordia, 1998).

In conclusion, Stephen R. Covey's *The 7 Habits of Highly Effective People* has profoundly influenced the literature on personal development and leadership. The book is a masterpiece in its approach to the individual's and organizations' personal performance. Covey's timeless principles and exceptional practical morals have continued to influence millions of people to build a more effective and living life filled with success and achievement. As this literature review demonstrates, Covey's framework retains its relevance and its significant long-lasting influence on personal and organizational change (Joubert & Weilbach, 2021).

## **Research Methodology**

The current research leverages a qualitative Content Analysis study design to investigate the use and influence of Stephen R. Covey's "The 7 Habits of Highly Effective People" applied in different settings. The researcher employed thematic and content analysis in this qualitative research and explore the depth of Covey's model while addressing the

book's ideas in practice for professional development and rethinking personal attitudes. Thus, the study is expected to apply qualitative methods in order to discuss the various, both expected and novel, themes, lessons, and mental takeaways that can be identified through "The 7 Habits of Highly Effective People" (DiFonzo & Bordia, 1998).

**Sampling Strategy:** Purposive sampling technique was applied to attract participants of different backgrounds, professions, and experience of the implementation of the seven habits by Covey, which are expected to provide additional dimensions and details to the analysis. Therefore, respondents were accessed through online groups and communities, social networks, as well as professional and educational websites. Research was select 10 sample as a participant from above mention sources.

**Data Collection:** A literature review of the existing works on Covey's "The 7 Habits" was performed in order to shed light on the theoretical base, main concepts, and potential applications. Academic articles, books and other sources were reviewed to identify the main topics, directions and shortcomings in the body of works. The book by Covey himself provided the data for the study. Any textual research methods was implemented to review the content of the book systematically, identifying major highlights, concepts and practical strategies offered by the author. In addition, the interviews and surveys of educators, professionals or individuals who have implemented Covey's concepts in their personal or working lives can be used. These types of qualitative data research help to evaluate the applicability of Covey's framework.

## Data Analysis

**Content Analysis:** Researchers select relevant documents, such as the book "The 7 Habits of Highly Effective People", articles, blog posts, and other educational materials discussing seven habits. The coding scheme were developed by researcher that based on seven habits and themes relevant to educator development. Once the key themes was developed, the researcher were classify the content of the chosen materials, identifying the content that fits the selected themes. This might also include signs that a habit is discussed or recommendations on how to apply this habit to the development of educators. Following this stage, the researcher were summarize and interpret their findings, looking for common patterns, themes, and potential variations in the manner seven habits are being tackled by the authors in connection to the development of educators. The results of this stage were validated by comparing them with the interviews data.

**Semi-Structured Interviews:** The researcher identify five novice educators who are relatively familiar with seven habits or have their interest in personal development. The steps preceded to developing a semi-structured interview schema that allow participants to share their experiences, perceptions, and practices related to each of seven habits in the context of the professional development of an educator. Researchers was carry out one-on-one interviews. Afterward, interviews were recorded and analyzed. Interview transcripts was analyzed for repeating themes or patterns and summarize insights on how novice educators perceive seven habits and apply them in the profession. The results of the interview were validated by sharing summarized results with the interviewees and asking for their comments or additional insights .

The researcher compares the findings of content analysis and interviews to establish a comprehensive view of how seven habits affect the holistic development of a novice educator. This analysis was identify concurrence and discrepancy between two sets of data. Examples or quotes from both sources was used to illustrate the key findings. Integrate findings from content analysis and semi-structured interviews to compile a comprehensive view of the holistic development of novice educators in connection to seven habits of highly effective people.

**Limitations:** This research may lack sufficient validation from other sources; in other words, although the majority of chosen sources regard . Covey's book itself, this does not guarantee the generalizability of findings to other contexts or other conceptual frameworks. The possible methodology to this research is qualitative in the way that would include literature review, textual analysis, and potentially interviews or survey. This would allow for sufficient guidance of the thorough exploration of the chosen book. In this way, these data collection options help to explore the theoretical background, its practical implications and applications as well as possible future research.

## **Content Analysis and Findings**

The present paper explores the integrated development of novice educators through the lens of Stephen R. Covey's groundbreaking framework, *The 7 Habits of Highly Effective People* . Traditionally celebrated for its unparalleled integrative take on personal and professional effectiveness, Covey's model enables a profound reflection on educators' multiple dimensions. The introduced seven habits do not only encapsulate goal-oriented strategies related to professional and personal success; they are comprehensive principles that encompass the

underlying reasons for human behavior and effectiveness in any endeavor. Integrating the presented principles into their professional activities, novice educators gain a unique opportunity to foster their pedagogical expertise, accompanied by personal development, exercising resilience, and viewing themselves from different perspectives (Ahmad et al., 2022).

Many studies also discuss the applicability of Covey's habits to the sphere of education. Thus, Hayes et al. found that the decisiveness of behavior, which is underpinned by taking initiative, being proactive, and bearing control for own actions and the results, is essential to effective teaching. As such, the adoption of the proactive mindset can help new educators to manage the chaos of the classroom better and support their resilience. Likewise, the habit of setting the end in mind is also relatively frequent in educational studies, and research has found that having a vision of their instruction goals assists educators in planning instruction better, teaching more active lessons, and assessing learning outcomes (Branham, 1997) .

Moreover, the principle of putting first things first is also highly applicable for the teaching profession. In education, time and priority management are of utmost importance. Research has shown that effective teachers prioritize their tasks according to importance and urgency, allocate time and effort wisely, and focus on the activities that have the most immediate effect on the students' learning and success (Aisyah Durrotun Nafisah et al., 2023) . Second, Covey's idea of synergy and joint teamwork is also directly applicable in an educational context. Studies have proven that joint teaching ventures, such as co-planning and teaching or professional learning communities, drastically improve learning outcomes and teacher efficiency . Therefore, teachers can use the power of synergy in their work, asking for advice and support and working together to solve problems.

Covey's habit of sharpening the saw implies the significance of taking care of oneself and continuing professional development in the teaching profession. Multiple researchers have proven that educators who focus on their wellbeing and growth, learn continuously, and find ways for self-improvement can address various issues of diverse students and safety stay effective . This analysis demonstrates that Stephen R. Covey's "The 7 Habits of Highly Effective People" is relevant to the holistic development of future educators. The latter should follow these principles to refresh their mind, determine their objectives, prioritize appropriately, pursue a synergetic partnership, and prioritize their wellbeing to be more effective and valuable in a real classroom. Data analysis findings are presented below in table number 1 .



**Table 1**

*Analysis Findings about “The 7 Habits of Highly Effective People” align with the needs of novice educators*

Habits	Themes	Quotations
	<b>Theme 1: The</b>	
<b>Habit 1: Be</b>	Habit of	“I am not a product of my circumstances.
Proactive	Personal	I am a product
	Responsibility	of my decisions.” Dr. Stephen R. Covey
<b>Habit 2:</b>		“People are working harder than ever, but
Begin With	<b>Theme 2: The</b>	because they lack clarity and vision, they
the End in	Habit of	aren’t getting very far. They, in essence,
Mind	Personal Vision	are pushing a rope with all of their
		might.” — Dr. Stephen R. Covey
		“Putting first things first means
<b>Habit 3: Put</b>	<b>Theme 3: The</b>	organizing and executing around your
First Things	Habit of	most important priorities. It is living and
First	Personal	being driven by the principles you value
	Management	most, not by the agendas and forces
		surrounding you.”— Dr. Stephen R.
		Covey
		“In the long run, if it isn’t a win for both
<b>Habit 4:</b>	<b>Theme 4: The</b>	of us, we both lose. That’s why win-win
Think Win-	Habit of Mutual	is the only real alternative in
Win	Benefit	interdependent realities.”— Dr. Stephen
		R. Covey
<b>Habit 5:</b>		“If I were to summarize in one sentence
Seek First to	<b>Theme 5: The</b>	the single most important principle I have
Understand,	Habit of	learned in the field of interpersonal
Then to Be	Empathic	relations, it would be this: Seek first to
Understood	Communication	understand, then to be understood.”— Dr.
		Stephen R. Covey
	<b>Theme 6: The</b>	“Synergy is not the same as compromise.
<b>Habit 6:</b>	Habit of	In a compromise, one plus one equals one
Synergize	Creative	and a half at best.”— Dr. Stephen R.
	Cooperation	Covey
		“Renewal is the principle—and the
<b>Habit 7:</b>	<b>Theme 7: The</b>	process—that empowers us to move on an
Sharpen the	Habit of Daily	upward spiral of growth and change, of
Saw	Self-Renewal	continuous improvement.”— Dr. Stephen
		R. Covey

## Habit 1: Be Proactive

Being Proactive is about using proactive processes in your life. Proactive people realize that they are “response-able.” They exclude conditions, conditions, and induction from their behavior. They know that their behavior is their choice. On the other hand, reactive people are often influenced by their immediate physical surroundings. They find other people and external things to blame for their behavior. They feel good if it’s sunny. If it’s rainy, it affects their attitude and behavior, and then we blame the rainy weather. All these external factors act as stimuli for us, which we respond to.

As a linking mechanism between stimulus and response, our brain provides us with the opportunity to select our responses. The words we use every day are one of many of these choices and simultaneously reflect our levels of self-expectancy. Proactive individuals are likely to use proactive language; they say, “I can,” “I will,” and “I prefer.” On the other hand, reactivities’ vocabulary includes words and phrases such as “I can’t”, “if only,” and “I have to” . They lose control of their words as well as their activities. When working to be more proactive, one is assigned responsibility for one’s words and behaviors, and one’s energies should be aligned with the Circle of One’s Influence. This refers to all those areas in which one can have an effect, such as one’s health, one’s family, and one’s employment, rather than the Circle of Concern, which outlines those topics that one cannot control and over which one is powerless. Therefore, the development of proactivity contributes to a greater sense of personal involvement in one’s efforts and outcomes.

## Theme 1: The Habit of Personal Responsibility

As Dr. Stephen R. Covey once said,

*“I am not a product of my circumstances. I am a product of my decisions” (P-65)*

Focus and act on what you can control and influence. The concept of personal responsibility strongly connects with the philosophy of the teacher training program for upcoming educators.

- i. **Professional Development:** Teacher training programs: at the same time, teacher training programs seem to have realized the importance of personal responsibility for professional development. According to them, prospective teachers should own responsibility for their learning and growth since they are the ones who fend for their success in the classroom .

- ii. **Classroom Management:** In the sphere of classroom management, a teacher is instructed to concentrate on what he or she can control, or what can be influenced . This means that one should concentrate on his or her actions, mood, and offered strategies. When considering this aspect, a teacher can always realize personal responsibility for the existing learning environment and try to impact it themselves.
  - iii. **Student Engagement:** Teachers can empower students to motivate their personal sense of responsibility. By cultivating agency in students, teachers can create a culture of accountability that makes students realize they have personal control over their performance in class. This results in more engaged and motivated students.
  - iv. **Reflective Practice:** personal responsibility is crucial to reflective practice in teaching. Teachers are expected to engage in regular reflection, assess areas that need improvement, and take steps to become more effective in the classroom setting. To do so, teachers must be personally responsible for their improving and development.
- Personal responsibility as a habit is critical for teachers who are just starting their journey in the profession. A teacher can contribute to the positive and favorable learning environment by concentrating on what controllable and influenceable, being proactive in what he or she does as a teacher, and making students be responsible on their own.

## **Habit 2: Begin With the End in Mind**

At the heart of “Begin with the End in Mind” lies the power of imagination. It is about seeing what cannot yet be seen with the naked eye. This is based on the understanding that any “thing” goes through two manifestations. The first is the creation of the mind – the first rough sketch of an idea. The second is the creation of the hands – the implementation of this idea. Just as a building arises from drawings of an architect, actions also proceed from mental form. Inaction manifests itself in the state of surrender to external factors. In this case, one’s actions hang in the air, in the behavioral roles played by others and circumstances, it becomes more and more difficult to be oneself. The principle of “Begin with the End in Mind,” in its essence, is proactive visionary understanding and conscious creation. Through this division of the power of imagination and control over one’s own path, individuals create their own fate according to the dictates of their own desires and values, not under the dictation of outer manifestations. It’s about recapturing the lost contact with personal uniqueness. It is then creating the personal, moral and ethical laws within which you can perform most suitably, happily, and done. There are several bankruptcy methods for incorporating Habit 2 into existence. A personal

Mission Statement is one of the tops, including what you desire to be and do. It makes you the leader of your life. You can dream, vision, cause, and design anything and achieve the destiny you desire.

## Theme 2: The Habit of Personal Vision

*As Dr. Stephen R. Covey said,*

*“People are working harder than ever, but because they lack clarity and vision, they aren’t getting very far. They, in essence, are pushing a rope with all of their might” . ”(P-95)*

Therefore, Covey meant that people need a goal and direction to work efficiently. This quote is appropriate for the teacher training programs concepts because finding the goal, perspective and mission is crucial for a future teacher

- 1) **Defining Clear Measures of Success:** A teacher training programme must define what success means for the would-be teacher. This might involve reaching various milestones, such as boosting student performance, promoting critical thinking skills, developing captivating lesson plans, and properly controlling a classroom. Such success might be approached in terms of teacher development , which might include boosting confidence levels, enhancing communication abilities, and establishing a deeper grasp of the theory behind and implementation of education.
- 2) **Creating a plan to reach success:** having indicated the success measures, it is necessary to develop a complete plan that will help prospective teachers to achieve it. This plan can incorporate elements of the following: curriculum design, which allows programming a course that will cover all necessary aspects: pedagogy, management, assessment techniques, and specific subject instruction; practical experience which will provide prospective teachers with real-world training opportunities: practicum placements, student teaching internships.
- 3) **Mentorship and Guidance.** Pairing prospective teachers with more experienced mentors to provide support, feedback, and guidance in the course of the training.
  - **Ongoing Assessment and Feedback:** Regular assessments and feedback measures should be introduced to assess the training process, define areas for improvement, and adjust the overall program in progress.
  - **Professional Development:** Additional resources, workshops, and training sessions should be provided to help prospective

teachers enhance their skill set constantly and stay updated on critical trends in education.

- **Reflection and Goal Setting:** Reflection practices should be encouraged among prospective teachers to define people's progress, set new goals, and adjust teaching strategies as they see fit.

In conclusion, by adhering to a well-defined plan and constantly revising the aspiring teachers' vision of success, the individuals may cultivate the habits and skills required to transform themselves into impactful educators that students will remember for the rest of their lives.

### Habit 3: Put First Things First

"First Things First" is exercising your independent will toward your unique human endowment of self-awareness. Thus, "Principle-Centered Living." Merging all aspects of your nature into a gift in kind toward living your own values and exercising independent will toward achieving your own end. Habit three of the seven habits is a transformative creation of Habits one and two. The paradigm sets habit three as a combination of principles yet focusing on what is in quadrant two. Habit one gives the foundational paradigm. You are the creator. You are in charge. Habit two first mental creation encompasses the power of imagination to become a self and selecting arbitrary habits. However, approach three moves your mental creation into existent. Overlaps new age. Then the synthesis occurs from the first two habits and habit three comes out. It embodies part of the body as a moment-to-moment, day-in-day-out of the seven significant other habits is life lessons: relating and real at work with your entire life. Primus and second day are essentially independent life is living manifestation. It integrates behaviors: it constitutes day-in-day-side management independent living; day-to-day independent.

### Theme 3: The Habit of Personal Management

*Dr. Stephen R. Covey puts it as:*

*"Putting First Things First. Putting first things first means organizing and executing around your most important priorities. It is living and being driven by the principles you value most, not by the agendas and forces surrounding you." . "(P-145)*

The idea of personal management presented by Dr. Covey is largely applicable to a teacher training course for future teachers.

1. **Priority setting:** the teacher training program should teach a future educator to prioritize tasks and responsibilities adequately. A teacher should be capable of determining their priorities in line with education's main goals and tasks. The two most important points

educator are goal oriented and individual student based, the attitude other students and student's parents are also the questions of the immediate response.

2. **Organization and Execution.** The training of prospective teachers equips them with organizational skills and strategies for executing their plans. From creating lesson plans to managing classroom activities and resources, everything must be done in a way that is consistent with their values and goals. That way, they are well-prepared and less likely to be overwhelmed by what life throws their way.
3. **Values-Driven Approach:** Teacher training programs also teach teachers the importance of a values-driven approach. Although suggestions for placing overt content or even widely accepted methods over contexts are scarce, teacher identity is encouraged by their underlying beliefs. Through continuously centering their activities on their main concerns and learning objectives, they can ensure their dedication is on track, avoiding being overly influenced by outside demands.
4. **Goal Achievement:** This quote focuses on the importance of valuable and specific goals, in contrary to today's actions. In this quote concrete actions are described as something that does not deserve one's entire life. In the teacher training session, teachers are taught to set goals and objectives for their professional engagement, to determine the teaching strategy, and to encounter success among their students. In addition, the priority of action planning and progress monitoring is set. In this way, teachers can continue their work even after encountering daily challenges.

In conclusion, the habit of personal management as outlined by Covey mirrors what is expected of teachers during teacher training. Teachers can live their lives optimizing their priority, planning their schedules and resources, maintaining what is important to them, and striving toward deliberate goals.

## Habit 4: Think Win-Win

Think Win-Win transcends personality strategies and "I -things" or superficial markers of decency. It epitomizes the expression of the heart's desired connectedness. Many of us are born and raised and wired in a spirit of competitive competition, where "if I win, you must die" and "I have to lose something if you have to win" – so we all have to gather or finish their lives as a bunch Game-based finite resources. It was an uncomfortable state, and when one recalls these experiences, resentment and frustration better reveal their unsound foundation. When it is not thought to be a win,

then it means that life is not a burning gate. If I feel like a Win-Win person when I don't have to see anything that I want to do with him as "us" and "my," but "we" will succeed all; are. It reflects a sense of justice and the aspect of non-zeros, and everyone feels uplifted. Courage and empathy are required for winning. It means considering what the desires and fantasies are not to see, to see, and to refute, but does a great job as well. To be born through a sense of self and a journey of self; Trying to find out about him. It's a nice feeling life and seeing the neighbors they've all taken up. Think Win-Win – even those ideas – doesn't win or fail.

#### Theme 4: The Habit of Mutual Benefit

*"In the long run, if it isn't a win for both of us, we both lose. That's why win-win is the only real alternative in interdependent realities ."— Dr. Stephen R. Covey. "(P-204)*

This quote demonstrates the significance of mutual benefit in any interaction and relationship achieving true success. Given the background on a teacher training program for future teachers, such a statement can be quite relevant.

1. **Collaborative Teaching Methods:** In teacher training programs, future teachers are taught many collaborative teaching methods. In general, the essence of all these methods is to demonstrate the importance of collaboration with students, colleagues, and other stakeholders of the educational process. Thus, the principle of "win-win" can be implemented since in successful collaboration, all participants win .
2. **Building Trust:** Building Trust Trust is a key component of any learning environment. Future teachers must establish trust with their students, co-workers, parents or caregivers, and the general community. Future educators can work to establish trust by promoting partnering, helping students learn to build trust by using simulations and other practices to demonstrate that they serve the best interests of all parties.
3. **Effective Communication:** One more direction of teacher training of our future teachers is the formation of effective communication. The principle of mutual benefit fosters the habit of communication in which the initiator of conversation is not only trying to tell the person something , but also to understand the expression of needs and attitudes of other in relation to their own experiences and interests.
4. **Conflict Resolution:** Conflict is a normal part of any environment where several people work together, including classrooms. Prospective teachers can learn different conflict resolution strategies

to target win-win solutions. Knowing all the parties' interests and needs helps find a solution that satisfies everybody and keeps the relationships positive

5. **Student-Centered Approaches:** Emphasizing mutual benefit also correlates with student-centered approaches to teaching and learning. Future educators should be able to create inclusive lessons and activities that account for varying students' needs and abilities to give everyone a chance to succeed and develop.

Thus, implementing the principle of mutual benefit into the teacher training curriculum, educators may instill in future teachers the attitude and ability needed to successfully collaborate, trust, communicate, resolve conflicts, and ensure student-centeredness. In turn, this framework guarantees the success and health of both teachers and students in this field.

### **Habit 5: Seek First to Understand, Then to Be Understood**

The most critical skill you will bring to access your progress is communication. You have trained in studying, writing, and speaking for many years. But what is teaching regarding listening? What arrangement or skill do you have that allows you to listen, so you truly and sensuously understand another person? I think you will conclude upon the better. Listening or the inability to understand someone is not a fashionable study offered on a liberal arts degree. Most people listen with the intention to answer, rather than to understand. You listen to yourself as you prepare in your thought what you are going to say, how you are going to react, the topics to ask, etc. To everything, you hear them according to your life record, your frame of sample. When you accurately understand who you are, from behind your frame of reference. You check what you hear about your autobiography, and you will see how it matches. Therefore, you decide in advance what the other person implies before he has completed expressing. Sounds familiar? You might say, "Wait a minute, Hey. I'm just trying to empathize with the person by calling my memory. Is that terrible? Sometimes Autobiographical responses are appropriate."

#### **Theme 5: The Habit of Empathic Communication**

*"If I were to summarize in one sentence the single most important principle I have ever learned in the field of interpersonal relations, it would be this: Seek first to understand, then to be understood."*— Dr. Stephen R. Covey . "(P-235)

This quote by Dr. Stephen R. Covey about empathic communication might be easily attributed to the goals and principles of the teacher training programs for future teachers. In other words, for teacher training programs



like communication and classroom discipline, it is vital to ensure that all the teachers are understanding and empathetic.

1. **Building positive relationships:** teachers must be able to relate to their students. Such an empathic communication enables a teacher to “see” her student as he is, becoming familiar with his usual environment and thoughts about essential matters; this, in turn, gives an opportunity to create a bridge of trust and mutual understanding between a student and a teacher.
2. **Effective Classroom Management:** First, through understanding the students’ emotions and motivations, the teachers can manage the classroom effectively. In other words, they are able to predict potential conflicts and approach behavior problems always being sympathetic to the learners and fostering a supportive learning environment
3. **Tailoring Instruction:** Empathic teachers are better able to customize their instruction for their diverse students . They can tailor their teaching strategies, materials, and assessments to students’ various learning styles and abilities. Hattie concludes, “When teachers believe they can also modify their teaching, the benefits for students increase...Teachers who believe they can ‘shoot’ for the top can do exactly that” .
4. **Supporting Student Well-being:** Supporting Student Well-being: Empathic communication allows teachers to perceive signs of suffering or challenges affecting students when away from the school. In such cases, teachers can provide assistance and referral to various resources and services

In the same way, the above-mentioned principles can also be taught to prospective educators in their training programs, such as “seek first to understand”. This can be achieved through various means: giving them role-playing scenarios where they have to actively listen and respond empathetically to different situations students might be going through. In addition to this, they can also be provided with case studies or real-life examples where understanding the students’ perspectives and needs can create a significant difference. Furthermore, prospective students should also be encouraged to practice reflection on their own communication styles and biases to see the areas that they need to improve in. They can also be provided with workshops or seminars that teach them the techniques of building empathy, such as active listening, perspective-taking, and non-judgmental communication. By teaching these principles in the educator training program, the prospective educators will be able to communicate more empathetically and effectively with their students, colleagues, and parents.

### **Habit 6: Synergize**

Synergy is the profound realization that two heads are indeed better than one. It is creativity's true behavior and habit's fundamental aspect. This synergy is embodied through teamwork, the audacity to entertain new ideas, and an open mind. However, synergy is not easily achievable but is a conscious effort by various persons with diverse ideas and capabilities pooling the same. They then achieve more than they would as individuals. Synergy enables collective discovery about ideas people would never have without the same is true as a sum being greater than the individual parts. In this case, one plus one is not just two but three, six or even sixty participants based on the strength of synergy. Individuals openly interact and accommodate everyone else's ideas to form an ocean of new ideas for the innovation is actualized. It makes the idea exchange an actively working force that keeps the crowd moving towards an endpoint that can only be determined. Hence, synergy is the light that will guide people through the innovation journey. The capacity to create new ideas broadens significantly as a result of these variations. What consistently inspires synergy is the worth of the contrasts. Can you really respect the psychological, emotional, and psychological disparities between individuals? Or do you want those everybody could agree with, so everybody can get along? Many individuals mistake unity and oneness. One word's sameness and harmony! Differences are meant to be considered an asset, not a flaw.

### **Theme 6: The Habit of Creative Cooperation**

*"Synergy is not the same thing as compromise. In compromise, one plus one equals one and a half " Dr. Stephen R. Covey. "(P-261)*

The Habit of Creative Cooperation and the quotation by Stephen R. Covey might be highly pertinent to the teacher training programs oriented on preparing the future teachers.

1. **Elevate collaboration:** Teacher-training programs can involve fostering an organizational culture that helps teachers collaborate cohesively among themselves and other stakeholders. \* Elevate collaboration: Teacher-training programs can involve fostering an organizational culture that helps teachers collaborate cohesively among themselves Find innovative ways to help schools all teachers, students, and parents.
2. **Synergy in Education:** Like in any other sphere, synergy in education means that the collaborative intelligence of people is more than the intellectual capacity of the component parts . Thus, the concept may be included in training programs for teachers.

The goal is to teach trainees to use the potential of pupils and colleagues to achieve best teaching results.

3. **Problem-solving skills:** Effective teaching often involves the capacity to identify and tackle numerous difficulties in the classroom. In this context, training programs for future teachers may assist in developing the way for feasible solutions by using diversity in learning styles, cultural contexts, and academic aptitudes to make the learning process more inclusive and advanced.
4. **Higher levels of satisfaction among stakeholders:** Teachers are in constant interaction with different stakeholders engaged in the educational process, such as students, parents, administrators, and community members. By knowing and taking into account the needs or viewpoints of each group of stakeholders, a teacher can develop and implement the educational initiative that will be successful and satisfactory to everyone.
5. **Distinguishing between compromise and synergy:** When Dr. Covey says this, he means that one should avoid confusing compromise with synergy. Even though people often must waive something to reach the middle ground, synergy implies identifying a solution that will work for both sides without watering it down. Teacher training is critical in enabling pre-service teachers to look for opportunities for synergy and work together to create solutions that benefit everyone.

In conclusion, the integration of creative cooperation and synergy and the pursuit of the satisfaction of all stakeholders in teacher training programs can result in making prospective teachers more innovative, collaborative, and most beneficial for properly addressing the diverse needs of students and the broader education community.

### **Habit 7: Sharpen the Saw**

The last habit is Sharpening the Saw, which is the “habit of self-renewal”. It is the art of cherishing and fostering the most valuable asset – your body. It is the notion of taking care of your body across five crucial dimensions of life: physical, social, emotional, mental, and spiritual. Reflected in the action across those areas, you engage in the growth and development of your inner being . It is the continuous renewal of itself that provides the inner power to utilize other habits. It is vital for developing the strength to overcome challenges . If Sharpening the Saw is ignored or neglected, the repercussions overtakes vital ones: physical health ; mental health; emotional health; spiritual health; a role of helping others. Similarly, there is no more disheartening vision. . But in the end, you have the option to do

as you wish with your body. You may choose to be strong...you may wake up to feel vibrant energy... or you may just feel feeble and listless... and live unto apathetic death. So is your body's aid in your quest. There is, in fact, a new day. A new day, a chance, a possibility of renewal the ability to recharge. Everything you need is a desire, knowledge, and skill.

### **Theme 7: The Habit of Daily Self-Renewal**

*"Renewal is the principle, and the process, that empowers us to move on an upward spiral of growth and change, of continuous improvement." – Dr. Stephen R. Covey" (P-287)*

The 7 Habits of Highly Effective People The above definition from the PD guide by Dr. Covey, daily self-renewal, can be relevant to teacher training programs to develop future teachers.

1. **Motivation:** Teaching is a challenging profession that necessitates a consistent source of motivation to stimulate students and overcome difficulties. One approach to help candidates increase their motivation levels is to include daily self-renewal habits in teacher training. For example, prospective teachers may be taught to set personal objectives, reflect on their daily teaching practice, and participate in activities that rekindle their love for teaching..
2. **Energy:** Teaching demands a tremendous amount of energy, both physically and emotionally. But, like use of in-person instruction services, can also cause burnout, unless instructors give a concentrated effort to self-care. Teacher preparation programs can instruct future instructors how to guarantee that their personal energy levels remain high. In general are drawn from activities such as exercise, meditation, or engaging in hobbies that are entirely divorced from work. If they make time for some combination of these tasks, instructors can guarantee that they have the stamina to be successful educators.
3. **Work/Life Balance:** Teacher's efficacy and well-being is very important. Many prospective teachers share a desire to join the profession to make a difference; however, they will likely struggle with balancing the needs of their busy job. This can lead to burnout in the field. Professional programs should constantly support the need for activities that replenish and energize teachers and those that make them feel peace renewed outside of their work. These activities involve relationships, play, hobbies or a combination of all. Incorporating the habit of daily self-renewal into teacher training programs can empower prospective teachers to cultivate the resilience

and vitality needed to thrive in the dynamic and demanding field of education. By prioritizing their own renewal, educators can better serve their students and contribute positively to the teaching profession.

## **Conclusion**

In conclusion, this study provides insights into the holistic development of new educators using Stephen Covey's "The Seven Habits of Highly Effective People." This study analyzed Habits 1 to 7 including: Habit 1: Be Proactive; Habit 2: Begin with the End in Mind; Habit 3: Put First Things First; Habit 4: Think Win-Win; Habit 5: Seek First to Understand, Then to Be Understood; Habit 6: Synergize; and Habit 7: Sharpen the Saw, which helped to develop and increase novice educator's professionalism and effectiveness.

First, Habit 1, which refers to emphasizing personal responsibility, closely connects to the philosophy that the teacher training programs propose. Indeed, the novice educator became attentive to taking responsibility for their professional growth and classroom management, as well as increased their responsibility towards student involvement and reflective practices intending to apply those in real life. In this way, Habit 1 is connected most to my reflection of the philosophy of teacher training.

Secondly, Habit 2 emphasized the importance of setting clear goals and visions. This aspect contains adherence to the objectives of teacher training programs. Thus, by defining measures of success, creating well-thought-out plans to achieve it, and adding mentoring and consoling, the future educator would be well-suited to undertake his or her professional path. Similarly, Habit 2 emphasized the value of setting clear goals and visions. This relates closely to the lessons taught in teacher preparation programs. In this way, future educators would be well positioned to approach their professional journey with clear-set objectives.

Thirdly, Habit 3 of Dr. Covey's focus on Personal Management "Putting First Things First." Teachers should practice setting their priorities in accordance with the education goals, develop organizational skills, be values-based, and set clear goals. Thus, when setting priorities, researcher would like to prioritize organizing, planning, and holding to those values in my future pedagogical activities.

On the other hand, Habit 4 focused on mutual benefit in interactions and relationships, including the collaboration, building trust, effective communication, conflict resolution, and student-centered focus. Such a perspective was necessary for developing positive and fruit education environment. Additionally, Habit 4 was all about win-win relationships, which could be beneficial for all stakeholders, allowing them to contribute to the common good.

Furthermore, Habit 5 emphasized empathic communication, meaning that future educators would “seek first to understand, then to be understood” . Building positive relationships, effective classroom management, tailoring instruction, and supporting student well-being were impossible without having an empathic approach to students’ and parents’ needs.

Habit 6 was all about creative cooperation and synergy, meaning the presentation of stakeholders, who like to work together, have developed problem-solving skills, and are happy with the processes taking place. These characteristics are relevant for serving the various needs and encouraging innovation in education. Finally, Habit 7 is daily self-renewal. This factor includes such needs as motivation and managing the energy and hard work constantly. In case potential teachers are able to provide daily renewal of their own, they can promote in the field that requires drastic efforts.

To sum up, this study sheds light on the crucial aspects of the novice educators’ comprehensive development and the need to integrate the Seven Habits into training. The application of these habits allows the novice educators to develop effective specialist qualities, attitude, and resistance aimed at professional activity in the educational environment.

## **Recommendations**

Develop training modules that can focus on personal responsibility as part of what it means to be trained. New educators should be motivated to own up to their mistakes and take responsibility for their actions, choices, and development as professionals. This goal can be accomplished through reflective practices and self-assessment exercises, which can help educators to realize what needs to be done to improve and become more proactive.

Another solution to novice educator development is to foster the creation of a personal vision for teachers' careers. This solution requires setting goals that can be achieved swiftly and in the long term and encouraging teachers to follow them. The other possible approach would be to create mentorship programs that allow experienced teachers to guide novices in defining their professional goals and creating a roadmap for achieving them.

The training can include seminars and workshops on building up time-managing, organizing and prioritizing skills. However, the novice professionals tackle numerous tasks and responsibilities at once which are difficult to manage without effective time and planning skills. It is highly important to offer the employees some resources including planners, schedules, stress reduction methods and workshops.

Facilitate a culture of learning in which new teachers are learning not only from the experienced educators but also from their peers and students. Encourage teamwork and the exchange of best practices. Promote mutual respect and support. Facilitate a culture of cooperation where teachers understand the benefits of collaborating with others to achieve their personal and their students' goals.

Offer communication workshops that ensure active listening, expressing empathy, and providing constructive feedback. Good and effective communication is vital for the establishment of strong and positive relationships with students, colleagues, parents, and administration. Moreover, allow newly-certified educators to train their communication in role-play and in situational teaching.

Provide opportunities for the mentor to experience the implementation of various teaching approaches, the process of designing the curriculum, and arranging the management of students. Create a nurturing atmosphere for experimentation and taking risks. Organize collaborative projects and interdisciplinary endeavors that foster creative thinking and cooperation between educators.

One way to achieve this plan is to teach novice educators about the importance of self-care and well-being in resilience and professional satisfaction. Schools may provide resources and workshops on stress, mindfulness, physical health, and work-life balance management, and offer educators a list of scheduled activities for personal renewal, such as exercise, free-time hobbies, and time with their family. Instructions that form the recommendations could be combined into teachers' education

programs and help developing novice teachers holistically, in line with the skills, mindset, and habits that ensure success in this profession.

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Citation of this Article: Zaman, F. U., Sarwar, M., & Ali, M. S. B. (2024). Holistic development of novice educators: insights from the seven habits of highly effective people. <i>Pakistan Journal of Education</i> , 41(1), 19-44
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