

The State of Leadership Skills of Senior Students at Schools of 2nd Educational Directory at Zarqa City from Their Point of View

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Abstract

This study will shed some lights on the state of leadership skills of senior students at schools of 2nd Educational Directory from theirs perspective. The study used descriptive method, and a questionnaire is set up from (20) paragraph. The validity and reliability of study's means were justified. The study case consisted of students in high schools stage at the 2nd directory of education at Zarqa .for the academic year 2017-2018, and a sample of (250) male and female students is taken randomly that the study led to certain findings such as:

- The state of leadership skills of senior students at schools of 2nd Educational Directory from theirs perspective.
- There were no momentous differences in the estimations of the study's element for status quo of leadership skills that are attributed to variables of specialization, qualification, and gender.

The study recommended strengthening the leadership skills of high school pupils by the Educational Ministry and higher education through developing educational and training programs, and they have to cooperate in providing complementary school-university courses in leadership skills.

Keywords: skill, leadership, leadership skills, secondary level

1. Introduction

Educational institutions, including high schools, are one of the most important pillars of society and its development. This is measured by the extent to which students are prepared to be responsible individuals and future leaders. This can only be achieved through the efforts of educational institutions to care for their upbringing and raising them to the right religion and understanding, accept onion and different views. This is in addition to prepare them to be the future leaders by developing their leadership skills, especially as the educational administration is more concerned than ever about developing and refining their skills and leadership abilities, because society faces social or community-based challenges and accelerated technological changes.

The high school is within the tools of education control; it has been assigned by the society the task of achieving the general goals of the Educational Ministry, to find educational outputs capable of dealing with social and community-based challenges and the accelerated technological developments. The role of the secondary stage leader is clarified by leading the classroom using new competencies modern technology, adapt to the abilities of students and develop their leadership skills. The principal of the high school has the great role in benefiting from the energies, abilities and creativity of high school students, and improve the performance of the school in general, which can be reflected on the teacher to reach job satisfaction, and therefore on students,. As a result, the leadership and practice it is expressed in the relationship between the high school principal, teachers and students (Farawneh, 2014).

The students at the secondary stage represent the stage of adolescence – a metaplasia and development of male and female individuals. At this stage, their skills, abilities, desires and tendencies are discovered. Their developmental, physical, sensual, and emotional characteristics must be recognized by the high school teacher. He must realize their needs to be dealt with properly. At this stage, their mental abilities will be at peak and reached the metaplasia in full. They are able to acquire many leadership skills in a society that seeks to catch up with development, progress and change, especially with changing perceptions that leaders will generate leaders, and that leadership can be built and trained on. The leadership skills can be instilled, improved and developed in the high school students (Sharari, 2009).

It is a goal of education to develop the leadership skills of students to create a generation capable of coping with the huge amount of technology in all areas of life. The current high school students are the generation of tomorrow. Thus, they are the most important element in the school. Their skills need to be developed by their teachers (warren, 2008), and if they cooperate with the community, the balance of making them future leaders will be finalized, on condition that their individualistic should fuses together with communism and teamwork to be properly prepared for life when they go to the university (Povetin, 2016).

Leadership is the "art of influencing others," which means in high school the ability of high school students to influence and take over their peers in a positive interactive way. This is done only by learning and practicing leadership skills and determining whether the student has the qualities and abilities that qualify him to be a leader and distinguish him than other students. This will be done by separating the students' leadership (Naitulie, Naitulie, Wegulo, 2012). This stage is passed through six stages: (1) exploration: by identifying the students of high school and studying their condition, (2) experimental: by testing their human and mental abilities, Control their behavior, (3) assessment: shortcomings or creativity of high school students will be explored, (4) qualification: training needs of students will be identified to be future leaders, (5) assignment: they will be placed in practical leadership positions and (6) empowerment. by which the key features of the student's leading personality will be made clear that then the tasks are assigned to them (Al-Sakarna, 2010).

The development of the leadership skills of high school students is beneficial for the society and an imperative necessity for the changes that are taking place in the world today, because the high school students represent youth, innovation, ambition, creativity, excellence, and innovation that if invested well will contribute to the development and progress of society. Leadership skills are categorized into personal skills such as self-control, listening, and interpersonal skills that are visible to high school students through their interactions with each other and faculty members, and respect for single opinion and others, building strong relationships with others, and cognitive or conceptual skills. This is will be through the ability of high school students to sense and respond to the problem and work on solving them, and technical skills through full preparation for learning, education and Purposeful reading in all aspects of their education, their leadership communication skills that students can communicate their ideas and information by using verbal and nonverbal communication and body language, because communication is a three-element skill: language, perfection, and speed (Smborowsk, 2006).

To learn and acquire leadership skills, students are expected to practice their education, learn about leadership figures, invite prominent leadership figures in the community and school or give them leadership roles in the school to represent them.

The high school is responsible for developing the trends and attitudes of high school students and their different attitudes and leadership to ensure that they are developed and taught leadership skills (Owen, 2007). Today, high school is required more than ever to achieve the goals of secondary education, leadership in particular, and this school category accepts the acquisition of any skill that develops their leadership skills now-hows like communication, decision making, control of emotions, time management and investment, because leadership is generated by learning (Allaq, 2010).

In the light of knowledge and economics, globalization and its challenges, technology and its ramifications, and the possibility to take advantage of the capabilities and energies and activity of high school students in a constructive manner, as having some leadership traits through which future leadership skills are made clear, it is noted that the students of secondary stage energies and capabilities can be developed and benefit from them, however, there is a clear gap between societal changes on the one hand, and the utilization of the energies and leadership skills of high school students on the other. Thus, the community needs young leaders to make the desired change, as well as the concentration of teachers high school to complete the school curriculum without taking into account the skills and leadership behaviors of high school students until they are prepared for the university stage, which resulted in a lack of development of leadership skills among high school students, and created the need to pay attention to the leadership skills of students of this stage because of their large role in refining their personalities, and increasing their competencies.

1.1 Problem of Study

Research problem has been represented in answering the following question:

What is the state of leadership skills of senior students at schools of 2nd Educational Directory from their point of view?

1.2 Target and inquiries of Study

This study intends to illustrate the status quo of leadership skills among secondary high schools students in the

schools of 2nd Educational Directory at Zarqa from their opinion. To fulfill this goal, there were two questions introduced and answered:

Question 1: What is the state of leadership skills of senior students at schools of 2nd Educational Directory at Zarqa city from their point of view?

Question 2: Are there any meaningful dissimilarity at the level of ($\alpha = 0.05$) in the estimation of study units of the state of leadership skills due to specialization, educational level, and gender variables?

1.3 Importance of Study

Value of this work derive from the significance of the subject, particularly: leadership skills. With the hope that its findings will benefit certain official and private institutions like.

- Ministry of Education, official and private schools by providing practical methods of training courses for high school personnel on how to develop leadership skills among senior students and their teachers, and researchers by furnishing them with practical training of leadership skills..

1.4 Definition

The study terms are defined as follows:

Skill: "The ability to do a job in perfect, easy, and control ways.

(Papacharisis, Goudas, Danish, Theodorakis, 2015) identified it as a performance or reach a result in using special methods."

Leadership: "The ability to influence others." (Maaytah, 2010)

Leadership skills: "Skills the leader must have; acquired through skills, knowledge, and experiences" (Asiedu, Agnes, 2013).

In procedure: The ability of high school students to acquire skills, knowledge and experience, how to communicate with other students, with teachers, time investment and management, and make appropriate decisions.

High school stage: One of the main learning types of educational system in Jordan, which cover 11th and 12th classes at the age of 17 -18 years old.

2nd educational Directory at Zarqa: It is an educational directorate of Education Ministry. It includes High Schools of Birin, Al-Daleel and Zarqa.

1.5 Limitation

This study confined to:

Human beings: High school students at 2nd educational directory.

Time: The study has confined itself to high school students at 2nd educational directory in the years from 2010-2017.

Spatial: 2nd educational directory at Zarqa.

1.6 Previous Related Research

Following; are some of the relevant studies like:

Sheikha & Omar (2009) made a study entitled "The role of the school in the promotion and development of leadership skills" aimed to find out how school can enhance and develop leadership skills, sample of study consisted of 17 persons from both gender who were representing the students union in Sharjah school in UAE. Researchers adopted the interview style as a method. They concluded that school had an active role in enhancing and developing the students and teachers' leadership skills vis-à-vis communications and humanitarian issues.

Ogurlu & emire (2013) conducted a study entitled "Development of a Leadership Skills Scale", aimed to develop a leadership skills scale for grades 6 through 8 in Istanbul, Turkey. The sample consisted of 571 students. The scale is theoretically and statistically valid for the study sample, and its psychometric properties are acceptable.

Farawneh (2014) published a work titled "The Effectiveness of a Program Training to develop the High School Students Leadership Skills" aimed at revealing the level of leadership skills among high school pupils. The study case made of (210) pupils in grade 11, who scored grades at leadership feature scale. The study adopted a questionnaire and training program as a tool. It concluded that leadership skills of high school students were high, and there were differences between the average scores of the experimental group members in the pre and post-

graduate scales on the leadership skills scale after the program was implemented. Differences between the experimental group in the pre and post measurements are unnoticeable, two months after the application of the training program.

Ogurlu & Emire (2014) conducted a study entitled "Implications of Building a Leadership Scale for Leadership Development for gifted and non-gifted Students". It aimed to demonstrate the implications of building a leadership scale for the development of leadership skills of talented and untalented students in second elementary grade in Istanbul. The researcher used two different groups: experimental and control groups consisted of (20) and (21) male students respectively. It expressed that the program has an unequivocal effects on the leadership skills of both groups.

Madhoun & Isalim (2016) worked a study called "The Role of leadership Training Programs in Promoting Leadership Skills among Palestinian Youth ". The study main goal was to illustrate the programs preparation role of the training leaders in enhancing the leadership skills of Palestinian youth. The researcher used the analytical descriptive approach. The study community was of graduates of Ibda'a Leadership Development Program in Gaza Strip. They are (848) graduates aged 18-35. It concluded that the effect of training programs in enhancing leadership skills among Palestinian youth was moderate, with no big differences concerning job type and training program variables, while there was a noticeable difference when it comes to scientific qualification variable.

Boftin (2016) published a study titled "The Role of Physical Education teachers in Strengthen Leadership Skills among Middle School Female Students in Kuwait ". It intended to clarify the role of physical education female teachers in enhancing the leadership skills of intermediate school students in Kuwait. The researcher used the descriptive survey method. Its tool demonstrated effectiveness of physical education teachers in enhancing the leadership skills of intermediate school students in Kuwait was high.

Ghada, Hashim (2016) sought to conduct a study entitled "Proposed training program for the development of leadership skills among the students of the higher elementary stage in UNRWA's schools in Jordan in the light of the leadership trends". The study aimed at developing a proposed training program for the development of leadership skills among the students of higher elementary stage in UNRWA's schools in Jordan in the light of the leadership trends. The study sample consisted of (123) of both gender principals, (354) male and female teachers. The study tool was the questionnaire. The study's findings argued that there were differences between the reality and importance of the proposed program from perspective of principals and teachers.

Ghada, Hashim (2017) directed a study titled "Necessary Leadership Skills in Teamwork for Students in the Higher Elementary Stage in Jordan from the Point of View of Principals and Teachers: A Study Case of UN Schools" In Jordan. The study aimed to reveal the leadership skills required in the teamwork of higher elementary stage students in Jordan from the principals and teachers perspective. The study community consisted of principals and teachers of UNRWA in Jordan. They were (500). The outcome of this work illustrated that the leadership skills required in the teamwork of elementary students stage in Jordan from perspective of principals and teachers were low.

1.7 What Distinguishes this Study from Previous Studies?

They clarified some subjects in conjunction to the topic issue like, the study of Hashim (2017), and Poftin (2016). Some studies emphasized the need to furnish students with leadership skills like the study of Madhoun, Isalim (2015), and Ogurlu & Emire (2014). This study is characterized by highlighting on leadership skills of high school students, because these skills are of great importance and a real benefit in preparing high school students for life on the one hand and for the university level on the other hand.

2. Methodology

The study followed the descriptive approach as the best way for this kind of studies.

2.1 Population of the Study

The personell of this study is composed of all high school students that were (500), for the academic year 2017-2018, distributed among official schools in 2nd Zarqa Directory of Education. As the statics of educational Ministry records show for 2017-2018.

2.2 Sample of the Study

A sample of 250 students has been taken randomly by 50% as it appeared in table (1).

Table 1. Distribution of sample members by specialization, Level of study and gender

Level of study	Specialization	Gender	Nos.	Ratio %
First secondary	Scientific	Male	35	14.0
		female	30	12.0
	Literary	Male	23	9.2
		female	32	12.8
Second secondary	scientific	Male	40	16.0
		female	35	14.0
	Literary	Male	27	10.8
		female	28	11.2
Total			250	100.0

2.3 Study Instrument

The study clarified the state of leadership skills amongst senior students at the schools of 2nd Educational Directory at Zarqa city from their point of view. To make the best out of this study, and to convey their questions, the theoretical literature, on the current study and previous ones such as Farawneh (2014) and Hashim (2016), was used. A 20-paragraph questionnaire was developed, and the Lycert triangular scale was used with high, medium, and low grades.

2.4 Questionnaire Authority

The questionnaire was presented to ten arbitrators in same specialization to ensure the tool in terms of construction integrity and clarity of language. The comments of arbitrators were taken.

2.5 Questionnaire Reliability

In order to verify the validity of the questionnaire, reliability coefficients of Cronbach's alpha were found for paragraphs of questionnaire with (0.729).

2.6 Study Variables

The study included the following variables:

Independent: leadership skills.

Dependent: the response degree of high school students at schools of 2nd Educational Directory at Zarqa.

Medium:

- Specialization: Scientific, Literary.
- Educational level: first and second secondary grades.
- Gender (two categories): male, and female.

2.7 Statistical Processing Methods

To meet study aims, the statistical packages program for social sciences (SPSS) was employed to achieve the objectives of the study and the data was analyzed to reach the results as follows:

- To describe the properties of the study sample, duplicates and percentages were used.
- To identify the responses of sample members to each resolution paragraph, arithmetic averages and standard deviations have been extracted.
- To verify the stability of the resolution, (Cronbach's alpha) coefficient has been extracted.
- To discover the significance of differences between two independent groups, the test "t" was used for independent samples.
- The following scaling was adopted to denote the average of the sample responses:

Less than 1.67-degree low approval, from 1.67 to less than 2.34-degree medium approval

2.8 Degree and Above Approval is Higher

3. Study Result

The results of the study are presented in accordance with their questions, as follow:

3.1 Result Related to Question (1)

What is the state of leadership skills of senior students at schools of 2nd Educational Directory at Zarqa city from their point of view?

To address this question, the mean averages, the standard deviations and the order of the sample approval levels were calculated on the questionnaires. The results were as follows:

Table 2. The statistical averages, the standard deviations and the order of the scores of the approval of the sample members on the paragraphs of the questionnaire

No.	Paragraph	Arithmetical Average	Deviation Standard	Approval Degree	Order
2	Can deal with modern technology	2.46	.602	High	1
6	Benefit from teaching experience	2.36	0.681	High	2
16	Faces problems bravely	2.28	0.719	Medium	3
14	Communicates with local community	2.18	0.768	Medium	4
7	Respect opinion and differing views	2.17	0.733	Medium	5
4	Has persuasion ability	2.16	0.687	Medium	6
13	Interested in communicating in all forms with others at school	2.15	0.836	Medium	7
1	Has time management skill	2.12	0.637	Medium	8
12	Adheres to dialogue politeness	2.12	0.793	Medium	9
5	Enjoy proactive spirit	2.11	0.706	Medium	10
17	Take responsibility	2.08	0.758	Medium	11
15	Collect information before making a decision	2.07	0.685	Medium	12
20	Creates new creative ideas	2.05	0.613	Medium	13
3	Flexible in dealing with teachers	2.02	0.711	Medium	14
10	Having a clear voice during conversation	1.97	0.705	Medium	15
19	Consult with his classmates	1.95	0.536	Medium	16
8	Participate in school activities	1.89	0.702	Medium	17
11	Interested to develop his capabilities in all fields	1.86	0.630	Medium	18
9	Builds strong relationships with teachers at school	1.83	0.770	Medium	19
18	Forgive colleagues at any disputes occurred	1.48	0.666	Low	20
General average		2.07	0.282	Medium	

The previous table indicates that the mean averages of approval scores of respondents ranged 1.48 to 2.46, where paragraph (2) (Can deal with modern technology) obtained the highest mean average by (2.46) with high approval rate. But paragraph (6) (benefit from the teaching experience) obtained 2.36 with high approval rate, while the rest of paragraphs obtained medium approval scores, apart from paragraph 18 (Forgive colleagues at any disputes occurred) scored the lowest mean average by (1.48) with low approval score.

The table also convey that the total number of paragraphs achieved a mean average of (2.07) with medium approval score. This indicates that the state of leadership skills of senior students at schools of 2nd Educational Directory at Zarqa city from their point of view was medium.

3.2 Result Related to Question (2)

Are there any meaningful dissimilarity at the level of ($\alpha = 0.05$) in the estimation of study units of the state of leadership skills due to specialization, educational level, and gender variables?

3.2.1 Due to Specialization

To reply this question, the arithmetic averages and the standard deviations of the study sample responses were extracted to the reality of the leadership skills according to the specialization variable and the significance of the differences between the averages was defined by the T-test and results shown in table 3..

Table 3. t-Test results to denote differences between the arithmetic averages of the sample responses to the reality of leadership skills according to the specialization variable

Specialization	Nos.	Mean Average	Standard deviation	"T" Value	Freedom Degrees	Significance Level
Scientific	140	2.04	0.265	-1.610	248	0.109
Literary	110	2.10	0.301			

The table above shows that there are no meaningful dissimilarity at level of less than (0.05) in the study's sample for the status quo of leadership skills according to specialization variable. This indicates that the estimations of students of the status quo of their leadership skills at schools of 2nd Educational Directory at Zarqa are similar.

3.2.2 Due to Educational Level

The question was answered by extracting the arithmetic averages and the standard deviations of the study sample's responses to the reality of the leadership skills according to the variable of the educational level and knowing the significance of the differences between those averages by T –TEST and the results illustrated by table 4.

Table 4. t-Test results to denote differences between the arithmetic averages of the sample responses to the reality of leadership skills according to the educational level variable

Educational Level	Nos.	Mean Average	Standard deviation	"T" Value	Freedom Degrees	Significance Level
First secondary	120	2.08	0.327	0.561	248	0.576
Second secondary	130	2.06	0.235			

The table above clarified that there are no meaningful dissimilarity at level of less than (0.05) in study's sample of the status quo of leadership skills according to educational level variable.

3.2.3 Due to Gender

The question was answered by extracting calculations and standard deviations of the study sample's responses to the reality of leadership skills according to the gender variable and the significance of the differences between those averages was defined by the t- test and results shown in table 5.

Table 5. t-Test results to denote differences between arithmetic averages of sample responses to the reality of leadership skills according to the gender variable

Gender	Nos.	Mean Average	Standard deviation	"T" Value	Freedom Degrees	Significance Level
Males	125	2.06	0.300	-0.235	248	0.815
Females	125	2.07	0.265			

The previous table shows that there are no meaningful dissimilarity at level of less than (0.05) in the study's sample of status quo of leadership skills according to gender variable. This indicates that estimations of male and female students of status quo of leadership skills at schools of 2nd Educational Directory at Zarqa are similar.

4. Result Discussion

4.1 Discussion of the Result to Question (1)

What is the state of leadership skills of senior students at schools of 2nd Educational Directory at Zarqa city from their point of view?

The state of leadership skills among senior students in the schools of 2nd Educational Directory at Zarqa, from their point of view, was medium. This outcome is decided by the fact that the current generation (high school students) can realize and deal with the modern technology. However, they acquired practical experience in this field and can easily access to information. The Internet, which has become one of the most important educational means, is the guide for high school students, whether by watching education YouTube, using social media, computer, or smart phones. They also tend to make good from the experiences of their teachers in this field by using them in presenting

the scientific material or employing modern technology in teaching.

Paragraph that scored the lowest mean average is attributed to the fact that high school students are characterized by different attitudes, characters, and methods of dealing with each other, which leads to deal with matters differently and sometimes, abuse each other. Some of them may insult others at other times. Intolerance is the most important problems facing high school students based on the idea that he does not deserve forgiveness because he open a door to repeat the mistake again; he must take his right. In return, some students forgive with the ability to respond to abuse, which can reinforce fellowship relationship in terms of accepting others and be able to cohabit with during the school time.

This result is on the same line with Madhoun and Isalim work (2016) that the role of leadership training programs in enhancing the leadership skills of Palestinian youth was medium. This result disagreed with the study of Farwaneh (2014) that the leadership skills of high school students were high. The study also disagreed with the study of Poftin (2016) that the role of physical education female teachers in enhancing the leadership skills of intermediate school students in Kuwait was high. This is in addition to the study of Hashim (2017) that the leadership skills required in the teamwork of students of higher elementary grade in Jordan from perspective of principals and teachers scored low grade.

4.2 Result Related to Question (2)

Are there any meaningful dissimilarity at the level of ($\alpha = 0.05$) in the estimation of study units of the state of leadership skills due to specialization, educational level, and gender variables?

4.2.1 The results concluded that from statistical point of view the differences level is lower than (0.05) in the study's sample for the status quo of leadership skills according to specialization variable. This indicates that the estimations of students of the status quo of their leadership skills at schools of 2nd educational directory at Zarqa are similar.

4.2.2 The result concluded that from statistical point of view the differences level is lower than (0.05) in study's sample of the status quo of leadership skills according to educational level variable.

4.2.3 The result concluded that from statistical point of view the differences level is lower than (0.05) in the study's sample of status quo of leadership skills according to gender variable. This indicates that estimations of male and female students of status quo of leadership skills at schools of 2nd educational directory at Zarqa are similar.

The results above may be attributed to the fact that high school students of all educational branches (scientific or literature), or their educational level, whether in 11th or 12 grade, males or females, are having leadership skills. In addition, the educational institutions' environment is similar and subject to a single educational system. This result disagreed with the study of Madhoun, Islam (2016) that there were no noticeable differences from statistical point of view concerning the effect of the role of leadership training programs in enhancing the leadership skills of Palestinian youth due to education variable, as well as the study of Bophtin (2016) which indicated that there were meaningful similarity attributed to educational level at the side of 9th grade students.

4.3 Recommendations

Upon the result of the study, it recommends the following:

The mean averages and standard deviations revealed that the state of the leadership skills of senior students at schools of 2nd educational directory at Zarqa according to their perspective was medium.

The study recommended strengthening the leadership skills of high school students by the Ministry of Education through developing educational and training programs, and that the Ministries of Education and Higher Education shall cooperate in providing complementary school-university courses in leadership skills.

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