Provision of Student Leadership: An Evaluation of theCase of Lebanese Private Schools

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Abstract

The purpose of this study was to investigate the provision of student leadership in private school settings in Lebanon. A survey involving 60 private schools, including 60 principals and 300 teachers was administered and analyzed for perceptions bear by the two groups on the effectiveness of the educational system supported in their schools in developing and nurturing student leadership skills. Data was analyzed using SPSS 18.0. Descriptive statistics were used to describe and summarize the properties of the mass of data collected from the respondents. Percentages were calculated per each item of the survey instrument. Results indicate that both groups of respondents displayed weak evaluation of the education systems offered by their own schools in terms of promoting student leadership. Thus, leading to the conclusion that the provision of student leadership is weak. The study offers research-based description of barriers confronting student leadership development in Lebanese private schools through the lens of both principals and teachers. Recommendations for both practice and future research are offered.

Key Words: Leadership- School leadership- Student leadership-school improvement.

Introduction

Leadership has long been discussed in the literature as an attribute for school principals and teachers (Leithwood, Mascall & Strauss, 2009; Collin and Hansen, 2011; Al-Jammal and Ghamrawi, 2013; Harris, 2013; Jones and Harris, 2013; Hargreaves, Boyle and Harris, 2014). However, very less studies have discussed leadership as an aspect of students. Johnson (2013) emphasizes that students should not be regarded as children and that the qualities, values and skills that are invested in them I their early years contribute to their success in life. Student leadership is focusing on communication, teamwork, planning, decision making, problem solving and other skills (Swan, 2011).

Leadership is a very necessary quality or skill for all pupils that cannot be learned only through formal lessons telling students the importance of leadership and teamwork (Swan,2011). As such, lessons are read and forgotten easily. For leadership to be acquired, it need to be well planned and structured within the curriculum (Shinde, 2010) and should involve parents as well (Charlie, 2011; Kessie, 2012; Shinde, 2010). Besides, student leadership must be fostered in children from a very young age (Evett, 2010; Godbole, 2011; Nair, 2011).

However, Nair (2011), stresses the importance of raising the awareness of children to the fact they are leaders in certain situations, yet they are followers in others. Evett (2010) makes a similar point and emphasizes programs and curricula need to be geared towards that end. When students are aware that they are leaders and followers at the same time, they tend to expand and develop their skills very effectively (Nair, 2011).

According to Evett (2010), all children have potential leadership skills which can be, with support and encouragement from an early age, developed and enhanced. With the appropriate support and encouragement, every child can assume the mantle of leadership within a part of his/her life.

Purpose of the Study

This studyaimed to investigate the degreeLebanese schools allowed pupils to acquire and utilize the leadership qualities and skills of integrity, honesty, communication, planning, time management, problem solving and teamwork. In addition, the study aimed to unveil the problems confronting schools in teaching and nurturing leadership qualities and skills to students.

Research Questions

This study attempts to explore the following questions:

1. To what extent the education provided by Lebanese schools allows students to acquire and perform the leadership qualities and skills?
2. What are the problems faced by schools in teaching the leadership qualities and skills to children?
3. What are the similarities and the differences between public schools and private schools in teaching and learning the skills of student leadership?

Review of Related Literature

Student Leadership Skills

Hay and Dempster (2004) suggest that leadership is a multifaceted construct involvinga range of interrelated skills. Based on the work of Drago-Severson (2004), Irvin and White (2004), and Wallim (2003), Hay and Dempster (2004) identifytwelve basic student leadership skills. These skills are presented in table 1.

Table 1: Hay and Dempster (2004) Student Leadership Skills

Leadership Skill	An Example that Pertains School Context
Project Planning	Planning to put on a school musical
Reflection	Understanding how to rewrite an essay
Problem Solving	Working out a way to deal with school bullying
Team Building	Developing a school hockey team
Decision Making	Students selecting subjects to study in Year 14
Goal Setting	Complete assignment by Monday
Time Management	Allocating time for homework, sport, and TV
Project ManagementResource Allocation	Writing a large term assignment
Effective Communication Networking	Maintaining a school newspaper
Conflict Resolution	Dealing with friend angry over a lost football

Diversity Awareness	Being aware than different people like different foods
Self-confidence	Stating an opinion in a large group

Adapted from Hay & Dempster (2004), *Student Leadership Development through General Classroom Activities*,
Retrieved from: http://espace.library.uq.edu.au

21 student leadership skills may be spotted from the literature of student leadership. These skills, are presented in table 2.

Table 2: 21 Student Leadership Skills and Related References

Qualities/Skills	Related References
Integrity & Honesty	Bedford(2012), Bethel(2008), Hopkin(2012), Kessie(2012), McKee(2011), Ramachander(2012), Tracy(2012).
Passion & Motivation	Andersen(2012), Brox(2013), Chobharkar(2011), Khalife(2013),Ramachander(2012), Swan(2011).
Being Humble & Teachable	Keller(2012), Kessie(2012), Ramachander(2012), Tracy(2012), Warren(2013).
Self-confidence	Asasud(2013), Bedford(2012), Chobharkar(2011), Dao(2008), Goldsmith(2009), Hay&Dempster(2004), Kessie(2012), Khalife(2013),Swan(2011).
Courage	Bedford(2012), Bethel(2008), Chobharkar(2011), Tardanico(2013), Tracy(2012), Voyer(2011).
Creating a Vision	Bedford(2012), Bethel(2008), Chobharkar(2011), Choudhury(2013), Ramachander(2012), Tracy(2012).
Effective Communication Networking	Bedford(2012), Bethel(2008), Brooks-Harris(1999),Chobharkar(2011), Hay&Dempster(2004), Isaac(2005), Kessie(2012),Khalife(2013),Ramachander(2012), Roberts&Inman(2009).
Teamwork	Asasud(2013), Bethel(2008), Chobharkar(2011), Hay&Dempster(2004), Khalife(2013),Roberts&Inman(2009), Swan(2011), Tracy(2012).
Reflection	Bolton(2010), Hay&Dempster(2004),Mckimm(2004).
Setting and Achieving Goals	Bedford(2012), Chobharkar(2011), Hay&Dempster(2004),Roberts&Inman(2009).
Prioritizing Tasks	Asasud(2013), Chobharkar(2011), Covey et al.(1996), Hyatt(2011), Pash(2009).
Decision Making	Bedford(2012), Bethel(2008), Chobharkar(2011), Hay&Dempster(2004), Khalife(2013),Roberts&Inman(2009), Swan(2011).
Project Planning	Chobharkar(2011), Hay&Dempster(2004), Kim(2012), Roberts&Inman(2009), Thoughtful Learning(2013).

Problem Solving	Chobharkar(2011), Hay&Dempster(2004),Khalife(2013),Roberts&Inman(2009), Swan(2011).
Time Management	Burns(2012), Hay&Dempster(2004), Koenig(2006), Panaccione(2011), Writer(2010).
Money Management	Brustein(2013), Chestnut(2013), Khalife(2013),Kissell(2013), Swan(2011).
Project Management	Asasud(2013), Hay&Dempster(2004), Schiff(2013).
Ability to Enable, Encourage and Empower Others	Bedford(2012), Shnall(2013a),Shnall(2013b), Torres(2013).
Diversity Awareness	Bethel(2008), Gardenswartz&Rowe(2003), Hay&Dempster(2004), Loden&Rosener(1991).
Conflict Resolution	Chobharkar(2011), Hay&Dempster(2004), Moore(2010), Segal&Smith(2013), Trautman(2007).
Making a Difference	Asasud(2013), Bethel(2008), Ramachander(2012), Roberts&Inman(2009).

1. Integrity & Honesty

Integrity deals with honesty and morality which is an important factor in the education of students as leaders. Bedford (2012) and McKee (2011) argue that people will never trust a leader who they know to be dishonest. However, integrity is the one of the most difficult values to teach (Hopkin, 2012; Kessie, 2012; McKee, 2011; Tracy, 2012).Bedford(2012)suggest that teachers and parents should reward truthfulness and integrity every time they notice it.

2. Passion and Motivation

Ramachander (2012) suggests that passion is one of the qualities that make people accept others' leadership.Passionate leaders believe in the work they do and that they have a vested interest in the success of their team or organization (Andersen, 2012; Brox, 2013). A supportive learning environment can help the realization of passionate and motivates student leaders(Swan, 2011).

3. Being Humble & Teachable

Students who are leaders are ones who are able to recognize their weaknesses, admit mistakes, share success and recognize that there are always more to learn (Keller, 2012; Warren, 2013). Student leaders who enjoy such features are said to be humble and teachable (Kessie, 2012).

4. Self-confidence

The literature suggests that enhancing and nurturing students' self-confidence is integral for the development of student leadership (Dao, 2008). Goldsmith (2009) goes beyond that and suggests that

without self-confidence, student leadership may not exist. Some of the activities that help students develop self-confidence include: public speaking, communicating with large groups of audiences, holding responsibilityover task forces, and managing groups of people (Asasud, 2013).

5. *Courage*

Students who are leaders are courageous; characterized with the strength of holding on to ideas in the face of opposition (Bedford, 2012; Voyer, 2011). Courage is invested in students when they are allowed in school to debate ideas, to suggest alternatives and take initiatives (Tardanico, 2013).

6. *Creating a Vision*

Many authors and practitioners such as Bedford (2012), Chobharkar (2011), Choudhury (2013) and Tracy (2012) argue that student leaders must enjoy a vision. Students become visionary through modelling such as classroom approaches to project planning where teachers model the skill (Bedford, 2012) or through encouragement made on behalf of parents and teachers to enunciate what they want to be when they grow up; what they want to do, build, createor establish (Kessie, 2012).

7. *Effective Communication Networking*

Effective communication characterizes bold student leadership skills (Bedford, 2012).To build their communication skills, students should be provided with ample opportunities to practice speaking to and with adults (Hay & Dempster, 2004). Adults should be willing to sit and listen to students as they put their thoughts and emotions into words (Bedford, 2012). He should enroll them in activities that will require them to make speeches or presentations or communicate with the general public (Kessie, 2012).

8. *Teamwork*

Students who are leaders are able to establish goals, delegate responsibility and give directions to their peers on executing tasks successfully (Chobharkar, 2011).They need to learn to be flexible and be able to mentor groups of students to perform to their optimum capacity (Asasud, 2013). Schools often encourage teamwork by assigning group projects and teaching team sports in physical education classes(Swan, 2011).

9. *Reflection*

Students can build and expand their leadership skills when they are invited to act out as reflective practitioners (Bolton, 2010; Mckimm, 2004). As such, they are always invited to rethink any process they would be involved in by considering the positives and negatives of the outcomes and what needs to change (Hay&Dempster, 2004).

10. *Setting and Achieving Goals*

Settingmeasurable, defined and observable short term and long term goals and objectives are crucial for student leaders (Hay&Dempster, 2004). This may be achieved when teachers invite students in classrooms to think thoroughly prior to any activity, project or endeavor; so that they frame their learning goals and objectives (Bedford, 2012).

11. Prioritizing Tasks

Being in a position of leadership can teach students to take on multiple responsibilities. However, students must learn how to prioritize tasks according to their importance and need for immediate attention. This skill will enable them to effectively prioritize in terms of time and resources required for each task (Asasud, 2013).

12. Decision making

Students should be encouraged to identify the pros and cons of making a choice, evaluating the evidence, getting closure and selecting an option (Swan, 2011).Schools instill this skill instudentswhen they give them the opportunity to make decisions for themselves whether inside classrooms, while leading on task forces, or while working with teams on extra-curricular activities (Bedford, 2012).

13. Project Planning

Schools can help equip their students with project planning skills from the tiniest assignment they administer to them to large tasks they request them to complete (Chobharkar, 2011). Students best acquire this skill when they are requestedto look at the whole task, break it down into its system parts, allocate resources, and set a time line(Hay&Dempster, 2004).

14. Problem Solving

Schoolscreate opportunities for students to acquire problem-solving skills when they invite them tocarryout problem identification, data collection, strategy selection, strategyimplementation and review (Hay&Dempster, 2004).

15. Time Management

Whether in elementary or in high school,students need to be encouraged to acquire time management skills (Burns, 2012). Time management is considered as a key skills to be acquired and practiced by student leaders (Swan, 2011).

16. Money Management

Managing money is an important skill for student leaders to learn (Chestnut, 2013). According to Swan (2011), being able to manage money, on a personal level as well as on a business or corporate level, is of great importance.

17. Project Management

Being in a team as a Student Council, students learn innumerable skills including those of resource allocation and resource utilization (Swan, 2011). Utilization of resources is one of the key skills that, if learnt correctly, will help students lead a group efficiently. Such skills help them utilize the resources available to them in the best possible manner to achieve maximum results. (Asasud, 2013)

18. Ability to Enable, Encourage and Empower Others

Bedford (2012) suggests that leaders are ones who encourage and promote leadership in others. Shnall(2013b), argues that when people are invited to sharing leadership they tend to feel more valued and cared for. However, encouraging students to empower others is not an easy thing to happen and requires those schools to identify positive potentials in students (Shnall, 2013a).

19. Diversity Awareness

Hay and Dempster (2004) stated that the student leaders must be taught to respectdifferent points of views and tolerate differences associated with gender, age, cultural, social economic background, ethnic, race, and sexual orientation.Diversity awareness should never be underestimated when thinking of student leaders(Bethel, 2008).

20. Conflict Resolution

Whenever there is a team, there is potential for conflict. As such the skills of conflict resolution are integral and essential for student leaders (Hay&Dempster, 2004; Trautman, 2007).

21. Making a Difference

Many authors, such asAsasud (2013), Bethel (2008), Ramachander (2012),Roberts and Inman (2009), argued that good leaders should "make a difference". Making a difference entails that schools should build the capacities of their students so that they become proactive in their deeds and approaches (Asasud, 2013).

Importance of Student Leadership

While educational leadership has been highly acknowledge in the literature as means for school improvement (Leithwood, Mascall & Strauss, 2009; Collin and Hansen, 2011; Al-Jammal and Ghamrawi, 2013; Harris, 2013; Jones and Harris, 2013; Hargreaves, Boyle and Harris, 2014); very little research has emphasized the role of student leadership in shaping and fostering school improvement (Ruddock, 2001; Fielding, 2002).

This small body of research on student leadership emphasizes the key role played by student leadership in school improvement matters (Ruddock, 2001; Fielding, 2002).Both Ruddock (2001) and Fielding (2002) argue that student participation can be a means through which students can support the school improvement process. In fact, student leadership has been considered a vital tool for elevating student discourse in schools (McGregor, 2007).

In the same line, Preble, Preble and Gordon (2013) suggest that student leadership help in foster positive school climates conducive to learning and development. They argue student leadership promotes social and emotional well-being of students leading them to become agents of transformational cultural change. When this is the case, several hurdles that confront student learning are overcome such as bullying, misbehavior, lack of respect between peers and with adults, and many others.

Methodology

Research Tool

The technique of data collection used in this quantitative research was the questionnaire. Based on as extensive review of the literature of student leadership, the researchers developed a questionnaire consisting of 49 items. The same questionnaire was sent to both school principals and teachers. The instrument was piloted on a sample comprised of 8 school principals and 25 teachers. Therefore, few amendments for language and syntax were introduced.

The survey instrument consisted of two sections: Aand B. Section A, consisting of 37items, requested participants to determine to what extent the education provided by Lebanese schools allowed students to acquire and perform the leadership qualities and skills. Section B, consisting of 12 items, requested participants to identify the problems confronting schools in teaching the leadership qualities and skills to pupils.

In sections A and B, a four point likert scale was used to rank participants' responses. Response choices were: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree.

The Sample

The sample of this study was composed of 60 private schools located in Beirut. Participants from each of those schools were the principal and 5 teachers. Thus, the sample was consisted of 360 respondents: 60 principals and 300 teachers. Along with the survey, a cover letter and an informed consent form were attached beside the full contact information of the researches. The cover letter detailed the purpose of the study, guarantee of anonymity, for participants and how data will be used.

Principals and teachers are invited to complete the questionnaire and return it back, along with the signed consent form, to the given address by regular mail, as a scanned document via email or fax.If this method is not available, respondents were invited to return the questionnaire back, along with the signed consent form, to the assistant researchers. Only 324 surveys were returned, out of which 300 questionnaires were usable: 50 questionnaires for school leaders and 250 questionnaires for teachers.

Data Analysis

Data was analyzed using SPSS 18.0 for windows. Descriptive statistics were used to describe and summarize the properties of the mass of data collected from the respondents. Means scores, standard deviations and percentages were calculated per each item of the survey instrument.

Results and Discussions

Leadership Skills Acquired by Students in Schools through Curricular and/or Extra-Curricular Activities

The perception of private school principals and teachers concerning the effectiveness of teaching leadership skills to students in schools through curricular and/or extra-curricular activities is presented in table 2.

Table 2: Leadership Skills Acquired by Students in Schools through Curricular and/or Extra-Curricular Activities- School Principals' Lenses[*]

	Items	SA	A	D	SD
1	Welcoming feedback and working accordingly to improve performance	80%	10%	6%	4%
2	Exhibiting scientific curiosity and interest in exploring new issues and ideas	90%	6%	10%	4%
3	Displaying high level of self-confidence	88%	6%	6%	0%
4	Beingwell organized	76%	4%	20%	0%
5	Controlling his/her emotions, being aware of his/her acts and words, and being generally disciplined	74%	4%	18%	4%
6	Being self-disciplined	60%	20%	10%	10%
7	Being self-motivated	60%	20%	14%	6%
8	Being able to manage time effectively	50%	30%	14%	6%
9	Setting clear goals and working to achieve them systematically	40%	30%	30%	10%
10	Prioritizing tasks	42%	30%	34%	4%
11	Planning effectively	60%	30%	6%	4%
12	Being able to manage projects	90%	4%	6%	0%
13	Satisfying tasks effectively	60%	30%	6%	4%
14	Confessing mistakes and bearing full responsibility of deeds	40%	20%	30%	0%
15	Reflecting enthusiasm and devotion whilst working	38%	30%	30%	2%
16	Being able to challenge his/her self and doesn't surrender	20%	20%	40%	20%
17	Respecting differences between people: social, cultural, religious, etc.	40%	30%	30%	0%
18	Recognizing the contributions of others and praising their achievements	20%	20%	30%	30%
19	Being a volunteer to help SEN colleagues	10%	10%	40%	40%
20	Being a volunteerfor NGOs involved in community services	2%	4%	34%	60%
21	Exhibiting integrity and modeling high levels of ethics	50%	30%	10%	10%
22	Enjoying effective communication skills	60%	30%	10%	0%
23	Listening effectively	40%	30%	20%	10%
24	Maintaining an appealing attire and behavior	70%	25%	5%	0%
25	Being able to build effective human relationships: students- teachers- administration	60%	20%	14%	6%
26	Being able to impact others and gain their support	30%	30%	30%	10%
27	Enjoying working cooperatively in groups	50%	30%	20%	0%
28	Being able to lead teams: projects, sports, student council, clubs, etc.	40%	30%	30%	0%

29	Knowing how to be inspired by leaders with important achievements: sports, culture, arts, science, etc.	30%	20%	40%	10%
30	Learning from mistakes	30%	20%	30%	20%
31	Exhibiting flexibility	40%	40%	20%	0%
32	Being able to make suitable decisions	60%	20%	20%	0%
33	Enjoying and practicing age-level financial administration	0%	10%	70%	20%
34	Analyzing problems and getting able to arrive at appropriate solutions	40%	30%	20%	10%
35	Practicing reflection and self-evaluation and distinguishing areas of strengths and weaknesses	40%	20%	40%	0%
36	Suggesting new ideas/being creative	40%	40%	20%	0%
37	Contributing to conflict resolution among peers	10%	20%	60%	10%

*Values rounded to the nearest tenth

Table 2 shows that the vast majority of principals (the percentage varied between76% and 90%) chose "strongly agree" response when they were asked if studentsenrolled in their schools acquired the following 5 leadership skills (respectively):
1. Exhibiting scientific curiosity and interest in exploring new issues and ideas (2).
2. Being able to manage projects (12).
3. Displaying high level of self-confidence (3).
4. Welcoming feedback and working accordingly to improve performance (1).
5. Beingwell organized (4).

In addition, if "agree" responses are grouped with "strongly agree" ones, this implies that the overwhelming majority of participants(the percentage varied between78% and 95%) have a positive/very positive perception about teaching student the following 14 leadership skills (respectively):
1. Maintaining an appealing attire and behavior (24).
2. Planning effectively (11).
3. Satisfying tasks effectively (13).
4. Enjoying effective communication skills (22).
5. Being self-disciplined (6).
6. Being self-motivated (7).
7. Being able to manage time effectively(8).
8. Exhibiting integrity and modeling high levels of ethics (21).
9. Being able to build effective human relationships: students- teachers- administration (25).
10. Enjoying working cooperatively in groups (27).
11. Exhibiting flexibility (31).
12. Being able to make suitable decisions (32).
13. Suggesting new ideas/being creative (36).
14. Controlling his/her emotions, being aware of his/her acts and words, and being generally disciplined (5).

Regarding these 14 leadership skills, it is remarkable that the percentage of participants who chose "strongly agree" response is higher than those who chose "agree" response on 12 of 14 skills.

Concerning the other 2 skills (31 and 36), the percentage of respondents who chose "strongly agree" response and the percentage of those who chose "agree" response is the same (40%).

Moreover, if "agree" responses are grouped with "strongly agree" ones, it follows that the majority of principals (the percentage varied between60% and 72%) have a positive/very positive perception about teaching student the following 10 leadership skills (respectively):

1. Prioritizing tasks (10).
2. Setting clear goals and working to achieve them systematically (9).
3. Respecting differences between people: social, cultural, religious, etc. (17).
4. Listening effectively (23).
5. Being able to lead teams: projects, sports, student council, clubs, etc. (28).
6. Analyzing problems and getting able to arrive at appropriate solutions (34).
7. Reflecting enthusiasm and devotion whilst working(15).
8. Confessing mistakes and bearing full responsibility of deeds (14).
9. Being able to impact others and gain their support (26).
10. Practicing reflection and self-evaluation and distinguishing areas of strengths and weaknesses (35).

Concerning these 10 leadership skills, it is notable that the percentage of respondents who chose "strongly agree" response is higher than those who chose "agree" response on9 of 10 skills. Regarding the remainingskill (26), the percentage of participants who chose "strongly agree" response and the percentage of those who chose "agree" response is the same (30%).

On the other hand, table 2indicates that if "agree" responses are grouped with "strongly agree" ones, it can be concluded that only 50% of participantshave a positive/very positive perception when they are asked if their schools allowed pupils to acquire the 2 leadership skills:
1. Knowing how to be inspired by leaders with important achievements: sports, culture, arts, science, etc. (29).
2. Learning from mistakes (30).

Moreover, if "disagree" responses are grouped with "strongly disagree" ones, this implies that the majority of respondents (thepercentage varied between 60% and 94%) have a negative/very negative perception when they are asked whether the education provided by their schools allows student to acquire the remaining 6 leadership qualities and skills (respectively):

1. Being a volunteerfor NGOs involved in community services (20).
2. Enjoying and practicing age-level financial administration (33).
3. Being a volunteer to help SEN colleagues (19).
4. Contributing to conflict resolution among peers (37).
5. Being able to challenge his/her self and doesn't surrender (16).
6. Recognizing the contributions of others and praising their achievements (18).

This is as far as the point of view of principals' view is concerned. Table 3 presents the findings of teachers' views on whether education provided for students in Lebanese schools secured robust opportunities for development and enhancement of student leadership skills.

Table 3: Leadership Skills Acquired by Students in School through Curricular and/or Extra-Curricular Activities- School Teachers' Lenses[*]

	Items	SA	A	D	SD
1	Welcoming feedback and working accordingly to improve performance	50%	10%	16%	24%
2	Exhibiting scientific curiosity and interest in exploring new issues and ideas	70%	6%	20%	14%
3	Displaying high level of self-confidence	50%	6%	22%	22%
4	Beingwell organized	40%	4%	38%	18%
5	Controlling his/her emotions, being aware of his/her acts and words, and being generally disciplined	34%	4%	22%	40%
6	Being self-disciplined	20%	10%	20%	50%
7	Being self-motivated	30%	14%	20%	36%
8	Being able to manage time effectively	40%	40%	6%	14%
9	Setting clear goals and working to achieve them systematically	40%	10%	30%	20%
10	Prioritizing tasks	40%	40%	6%	14%
11	Planning effectively	40%	10%	30%	20%
12	Being able to manage projects	60%	4%	6%	30%
13	Satisfying tasks effectively	50%	20%	16%	14%
14	Confessing mistakes and bearing full responsibility of deeds	10%	20%	40%	30%
15	Reflecting enthusiasm and devotion whilst working	4%	26%	30%	40%
16	Being able to challenge his/her self and doesn't surrender	10%	20%	50%	20%
17	Respecting differences between people: social, cultural, religious, etc.	40%	20%	30%	10%
18	Recognizing the contributions of others and praising their achievements	0%	20%	30%	50%
19	Being a volunteer to help SEN colleagues	0%	10%	40%	50%
20	Being a volunteerfor NGOs involved in community services	0%	2%	18%	80%
21	Exhibiting integrity and modeling high levels of ethics	20%	30%	10%	40%
22	Enjoying effective communication skills	40%	20%	20%	20%

23	Listening effectively	10%	30%	20%	40%
24	Maintaining an appealing attire and behavior	10%	30%	30%	30%
25	Being able to build effective human relationships: students- teachers- administration	40%	10%	24%	26%
26	Being able to impact others and gain their support	20%	20%	30%	30%
27	Enjoying working cooperatively in groups	40%	30%	20%	10%
28	Being able to lead teams: projects, sports, student council, clubs, etc.	20%	30%	30%	20%
29	Knowing how to be inspired by leaders with important achievements: sports, culture, arts, science, etc.	10%	20%	40%	30%
30	Learning from mistakes	20%	20%	30%	30%
31	Exhibiting flexibility	20%	40%	20%	20%
32	Being able to make suitable decisions	30%	20%	20%	30%
33	Enjoying and practicing age-level financial administration	0%	0%	10%	90%
34	Analyzing problems and getting able to arrive at appropriate solutions	30%	30%	20%	20%
35	Practicing reflection and self-evaluation and distinguishing areas of strengths and weaknesses	20%	20%	40%	20%
36	Suggesting new ideas/being creative	80%	20%	0%	0%
37	Contributing to conflict resolution among peers	0%	10%	60%	30%

*Values rounded to the nearest tenth

Table 3 shows that the majority of teachers (the percentage varied between 60% and 80%) chose "strongly agree" response when they were asked whether the students in their schools acquire the following 3 leadership skills (respectively):
1. Suggesting new ideas/being creative(36).
2. Exhibiting scientific curiosity and interest in exploring new issues and ideas(2).
3. Being able to manage projects (12).

Additionally, if "agree" responses are grouped with "strongly agree" ones, this implies that the overwhelming majority of participants(80%) have a positive/very positive attitude about teaching the following 2 leadership skills:
1. Being able to manage time effectively(8).
2. Prioritizing tasks (10).

Moreover, if "agree" responses are grouped with "strongly agree" ones,it follows that the majority of teachers (the percentage varied between56% and 70%) have a positive/very positive perception when they are asked whether the education provided by their schools allows student to acquire the following 8 leadership skills (respectively):

1. Satisfying tasks effectively (13).
2. Enjoying working cooperatively in groups(27).
3. Welcoming feedback and working accordingly to improve performance (1).
4. Respecting differences between people: social, cultural, religious, etc. (17).
5. Enjoying effective communication skills (22).
6. Exhibiting flexibility (31).
7. Analyzing problems and getting able to arrive at appropriate solutions (34).
8. Displaying high level of self-confidence (3).

On the other hand, table 3indicates that if "agree" responses are grouped with "strongly agree" ones, it can be concluded that only 50% of participantshave a positive/very positive perception when they are asked if their schools allow pupil to acquire the following 6 leadership skills:

1. Setting clear goals and working to achieve them systematically (9).
2. Planning effectively(11).
3. Exhibiting integrity and modeling high levels of ethics (21).
4. Being able to build effective human relationships: students- teachers- administration (25).
5. Being able to lead teams: projects, sports, student council, clubs, etc (28).
6. Being able to make suitable decisions (32).

In addition, if "disagree" responses are grouped with "strongly disagree" ones, it can be concluded that all respondents have a negative/very negative perception about teaching student this leadership skill: Enjoying and practicing age-level financial administration(33).

Moreover, if "disagree" responses are grouped with "strongly disagree" ones,this implies thatthe overwhelming majority of participants (the percentage varied between 80% and 98%) have a negative/very negative perception about making students acquire the following 4 leadership skills (respectively):

1. Being a volunteer for NGOs involved in community services(20).
2. Being a volunteer to help SEN colleagues(19).
3. Contributing to conflict resolution among peers(37).
4. Recognizing the contributions of others and praising their achievements(18).

Finally, if "disagree" responses are grouped with "strongly disagree" ones,it follows thatthe majority of participants (the percentage varied between 56% and 70%) have a negative/very negative perception when they were asked whether the education provided by their schools allows students to acquire the remaining 13 leadership skills (respectively):

1. Being self-disciplined (6).
2. Confessing mistakes and bearing full responsibility of deeds(14).
3. Reflecting enthusiasm and devotion whilst working(15).
4. Being able to challenge his/her self and doesn't surrender(16).
5. Knowing how to be inspired by leaders with important achievements: sports, culture, arts, science, etc. (29).
6. Controlling his/her emotions, being aware of his/her acts and words, and being generally disciplined (5).

7. Listening effectively (23).
8. Maintaining an appealing attire and behavior(24).
9. Being able to impact others and gain their support(26).
10. Learning from mistakes(30).
11. Practicing reflection and self-evaluation and distinguishing areas of strengths and weaknesses(35).
12. Beingwell organized (4).
13. Being self-motivated(7).

Based on the forgoing, it can be concluded that the image presented by principals about teaching student leadership skills in their schools is "relatively" positive. However, this image derived from table 2 is not really consistent with that image derived from teachers' data presented in tale3. Paradoxically, the image provided by teachers is dark.

According to the majority of principals (who chose "strongly agree" response or "agree/strongly agree" response), the education provided by their schools through curricular and/or extra-curricular activities allows students to acquire 29 of 37 of leadership skills. Regarding teachers, the majority of them (who chose the same responses) stated that the education provided by their schools allows students to acquire only 13 of 37 of these skills.

Likewise, the majority of principals consider that the teaching and learning of student leadership skills in their schools is ineffective/very ineffective (they chose "disagree/strongly disagree" response) for only 6 of 37 skills. Regarding teachers, the majority of them consider that the teaching and learning of student leadership skills in their schools is ineffective/very ineffective for 17 of 37 skills. Additionally all of them consider the education provided by their schools as ineffective/very ineffective to acquire another skill (33). Thus, teachers have a "negative/very negative" perception about teaching 18 student leadership skills in their schools, including the 6 ones mentioned by principals.

50% of principals have a negative/very negative perception (they chose "disagree/strongly disagree" response) when they are asked whether their schools help pupils to acquire 2 leadership skills, while 50% of teachers have the same perception about teaching 6 leadership skills.

The percentage of school leaders who chose "strongly agree" response is higher than the percentage of those who chose "agree" one on 28 of 37 items. The percentage of principals who chose "strongly agree" response is lesser than the percentage of those who chose "agree" one on only 3 items. Concerning the remaining 6 items, the percentage of principals who chose "strongly agree" response and the percentage of those who chose "agree" response are the same. By comparison, the percentage of teachers who chose "strongly agree" response is higher than the percentage of those who chose "agree" response in 17 of 37 items. The percentage of teachers who chose "strongly agree" response is lesser than the percentage those who chose "agree" one on 13 items. Regarding the remaining 7 items, the percentage of teachers who chose "strongly agree" response and the percentage of those who chose "agree" response are the same.

However, the image provided by school leaders about teaching student leadership skills in their schools is not ideal. This image should be further improved. In fact, "strongly agree" response has never chosen by all the principals. Additionally, the majority of them chose this response for only 14 of 37 items.

Moreover, this majority is not relatively large in 9 of 14 of these items (the percentage of respondents related to these 9 skills varied between 60% and 74%).

Obstacles that Inhibit Students from Acquiring Leadership Skills

The obstacles that inhibit students from acquiring leadership skills according to the opinions of these participants are presented in tables 4 and 5.

Table 4: Obstacles that Inhibit Students from Acquiring Leadership Skills- School Leaders' Perspective[*]

	Items	SA	A	D	SD
1	Curricula do not support development of leadership skills	90%	10%	0%	0%
2	The fact that active learning strategies are not utilized by teachers	50%	30%	10%	10%
3	Challenges related to assessment issues	10%	10%	70%	10%
4	The ambiguity of the concept of "student leaders"	50%	20%	20%	10%
5	Lack of training of teachers	70%	10%	10%	10%
6	Lack of cooperation and coordination between parents and school	50%	10%	30%	10%
7	Sporadic physical activities at school	10%	10%	40%	40%
8	Intermittent extra-curricular activities at school due to high cost that parents cannot afford	0%	0%	40%	60%
9	Development of leadership skills of students is not part of school mission	0%	0%	10%	90%
10	Lack of teacher guides for classroom activities that support the development of leadership skills of students	40%	20%	30%	10%
11	School amenities do not support the development of leadership skills	20%	0%	10%	70%
12	Lack of resources	100%	0%	0%	0%

[*]Values rounded to the nearest tenth

According to the Table4, all the school leaders "strongly agree" that the "lack of resources" (12) is an obstacle inhibiting students from acquiring leadership skills. In addition, the vast majority of principals (90%) "strongly agree" that "curricula do not support the development of leadership skills" (1). That is, curricula constitute a barrier preventing students from acquiring student leadership skills.

Moreover, if "agree" responses are grouped with "strongly agree" ones, this implies that the vast majority of participants (80%) consider the following 2 items as an obstacle preventing pupils from acquiring leadership skills:
1. The fact that active learning strategies are not utilized by teachers (2).
2. Lack of training of teachers (5).

Also, if "agree" responses are grouped with "strongly agree" ones, it follows that the majority of school leaders (the percentage varied between 60% and 70%) consider the following 3 items as a barrier inhibiting students from learning leadership skills (respectively):

1. The ambiguity of the concept of "student leaders" (4).
2. Lack of cooperation and coordination between parents and school (6).
3. Lack of teacher guides for classroom activities that support the development of leadership skills of students (10).

Conversely, if "disagree" responses are grouped with "strongly disagree" ones, it can be concluded that all the principals didn't perceive the following 2 items as a barrier inhibiting pupils from acquiring leadership skills:

1. Intermittent extra-curricular activities at school due to high cost that parents cannot afford (8).
2. Development of leadership skills of students is not part of school mission (9).

Additionally, if "disagree" responses are grouped with "strongly disagree" ones, this implies that the vast majority of school leaders(80%) didn't consider the remaining 3 items as an obstacle preventing students from learning leadership skills:

1. Challenges related to assessment issues (3).
2. Sporadic physical activities at school (7).
3. School amenities do not support the development of leadership skills (11).

Table 4: Obstacles that Inhibit Students from Acquiring Leadership Skills- Teachers' Perspective[*]

	Items	SA	A	D	SD
1	Curricula do not support development of leadership skills	70%	10%	10%	10%
2	The fact that active learning strategies are not utilized by teachers	20%	30%	30%	20%
3	Challenges related to assessment issues	0%	10%	60%	30%
4	The ambiguity of the concept of "student leaders"	60%	10%	20%	10%
5	Lack of training of teachers	60%	20%	10%	10%
6	Lack of cooperation and coordination between parents and school	60%	20%	10%	10%
7	Sporadic physical activities at school	70%	20%	10%	0%
8	Intermittent extra-curricular activities at school due to high cost that parents cannot afford	100%	0%	0%	0%
9	Development of leadership skills of students is not part of school mission	60%	20%	10%	10%
10	Lack of teacher guides for classroom activities that support the development of leadership skills of students	60%	20%	10%	10%
11	School amenities do not support the development of leadership skills	40%	20%	20%	20%
12	Lack of resources	70%	10%	10%	10%

[*]Values rounded to the nearest tenth

According to the table 4, all teachers "strongly agree" that "Intermittent extra-curricular activities at school due to high cost that parents cannot afford" (8) constituted a real obstacle confronting the development of student leadership in schools.

In addition if "agree" responses are grouped with "strongly agree" ones, this implies that the overwhelming number of teachers (90%) consider the following item as a barrier preventing students from learning leadership skills: "Sporadic physical activities at school" (7). Also, if "agree" responses are grouped with "strongly agree" ones, it can be concluded that the vast majority of participants (80%) perceive the following 6 items as a barrier inhibiting pupils from acquiring leadership skills:

1. Curricula do not support development of leadership skills (1).
2. Lack of training of teachers (5).
3. Lack of cooperation and coordination between parents and school (6).
4. Development of leadership skills of students is not part of school mission (9).
5. Lack of teacher guides for classroom activities that support the development of leadership skills of students (10).
6. Lack of resources (12).

Moreover, if "agree" responses are grouped with "strongly agree" ones, it follows that 70% of teachers consider this item as an obstacle preventing students from acquiring leadership skills:"The ambiguity of the concept of *student leaders*" (4). Also, if "agree" responses are grouped with "strongly agree" ones, this implies that 60% of participants perceive the following item as a barrier inhibiting students from acquiring leadership skills: "School amenities do not support the development of leadership skills" (11).

Finally, if "agree" responses are grouped with "strongly agree" ones, it can be concluded that 50% of teachers consider the following item as an obstacle preventing pupils from acquiring leadership schools: "The fact that active learning strategies are not utilized by teachers" (2).

Conversely, if "disagree" responses are grouped with "strongly disagree" ones, it follows that the vast majority of teachers (90%) do not consider the remaining item as a barrier inhibiting students from learning leadership skills: "Challenges related to assessment issues" (3).

Thus, according to principals' data listed in table 4, the education provided by schools doesn't really allowstudents acquire leadership skills. In fact, 7 of 12 items enumerated in this table are mentioned as an obstacle inhibiting students from learning leadership skills: one of these items (12) is mentioned by all the school leaders (strongly agree), while the 6 others (1, 2, 5, 4, 6, and 10) are mentioned by the majority of them (strongly agree or agree/strongly agree). It should be noted that the percentage of participants related to the 6 items varied between 60% and 90%.

Regarding teachers,it is quite clear that data listed in Table 5 are consistent with those presented in Table 3 according to which the teaching of student leadership skills in schools is ineffective. Indeed, 10 of 12 items listed in Table 14 are mentioned as a barrier preventing pupils from acquiring leadership skills: one of these items (8) is mentioned by all the participants (strongly agree), while the 9 others (7, 1, 5, 6, 9, 10, 12, 4, and 11) are mentioned by the majority of them (agree/strongly agree). Concerning the 9 items, the percentage of respondents varied between 60% and 90%.

On the other hand, the comparison between the responses of school principals and those of teachers indicates that 6 of the 7 obstacles identified by principals are among the 10 ones mentioned by teachers:

1. Curricula do not support development of leadership skills (1).
2. The ambiguity of the concept of "student leaders"(4).

3. Lack of training of teachers (5).
4. Lack of cooperation and coordination between parents and school (6).
5. Lack of teacher guides for classroom activities that support the development of leadership skills of students (10).
6. Lack of resources (12).

It should be noted that even the remaining obstacle, which is mentioned by the majority of school leaders, is also identified by 50% of teachers: "The fact that active learning strategies are not utilized by teachers" (2).

In addition, the comparison between the responses of principals and those of teachers (disagree/strongly disagree) shows that both of them don't consider the "challenges related to assessment issues" (3) as a barrier inhibiting students from acquiring leadership skills.

However, this comparison shows that the views of school leaders and teachers vis-à-vis one another is quite different: "Intermittent extra-curricular activities at school due to high cost that parents cannot afford" (8). In fact, all the principals don't consider this item (disagree/strongly disagree) as a barrier preventing students from acquiring leadership skills, while all of teachers "strongly agree" it is a barrier.

Conclusion

At first glance, the readers of this study might think that the image provided by principals about teaching student leadership skills in schools is ideal: the majority of them consider that the education provided by their schools allows students to acquire 29 of 37 leadership skills listed in the questionnaire.

However, this image is not really ideal. In fact, the majority of school leaders argued that 6 of the 37 skills are not taught to pupils. In addition, the results indicate that 50% of them believe that the education provided by schools does not allow pupils to acquire the remaining2 skills.

Regarding teachers, the image provided by them about teaching students leadership skills in their schools is relatively dark. In fact, teachers stated that the education provided by their schools does not allow pupils to acquire 18 of 37 leadership skills listed in the questionnaire. Moreover, the results indicate that 50% of teachers believe that 6 other skills are not taught to students.So,about two-thirds of skills are not effectively taught to students.

Based on the forgoing it can be concluded that teaching student leadership skills in schools requires further development. The barriers inhibiting pupils from acquiring leadership skills– which are identified by respondents – can also support this conclusion.

School leaders argued that 7 of 12 obstacles listed in the questionnaire prevent students from acquiring leadership skills. These obstacles are among the 11 ones identified by teachers. However, the 7 common barriers–identified by both principals and teachers –are sufficient to state that teaching pupil leadership skills should be further improved.

The results indicate that the concept of "student leadership" is still ambiguous for both school principals and teachers. It seems that teaching leadership skills to pupils is not integrated in the programs of teacher professional development. Indeed, participants argued that the "lack of training of teachers" is an obstacle preventing students to become student leaders.

Moreover, the majority of school leaders and 50% of teachers stated that "active learning strategies are not utilized by teachers". It seems that teachers still practice the traditional strategies of teaching, which contrasts with the requirements of teachingleadership skills to pupils.

Regarding school curricula, the results show that they "do not support development of student leadership skills". In addition, respondents complain about the lack of school resources andthe lack of teacher guides for classroom activities that support the development of leadership skills of students. According to them, this lack of school resources and teacher guides for classroom activities is a constraint to the effectiveness of teaching leadership skills to students.

Finally, participants argued that the lack of cooperation and coordination between parents and school has a negative impact on the acquisition of leadership skills by the children.

Obviously, the 7 obstacles mentioned above must be taken into consideration when proposing recommendations to improve teaching of student leadership skills in schools.

Limitations and Suggestions for Future Research

The sample of this study is one of the limitations confronting the validity of this study. In fact, geographically, the sample was localized in the *Mohafazat* (Governorate) of Beirut; the other five Lebanese *Mohafazats* were not represented in the sample. Future research should attempt to involve a larger and more representative sample of school principals and teachers across Lebanon.

In addition, the sample included only private school principals and teachers. No principals and teachers from the public school sector were involved. Future research should involve such participants so that a more comprehensive understanding of teaching students leadership skills is derived.

Moreover, various school customer groups, especially the pupils and their parents,were not represented in the sample of this study. Future study should take this point into consideration.

On the other hand, the data was collected using quantitative procedures. The instrument used was the questionnaire.Researchers may also use qualitative observations in order to improve quality of data. The conduction of a semi-structured interview with some school leaders and teachers would be an added value for this study because this instrument allows researchers to have their own objective perception on questionnaire items. Future research should take this point into consideration.

Recommendations

This study suggests thatteaching students leadership skills is not really effective in Lebanese private school settings. Schools should integrate the teaching of student leadership skills in their mission and vision. Teaching these skills should be integrated in the plans of schools and in their curricula. School policy in the field of teacher professional development should be oriented towards improving teaching leadership skills to pupils.School leaders and teachers are called to enhance their knowledge, attitudes and skills in this field.

Educators can improve teaching pupils the leadership skills and qualities through curriculum mapping.Faculty should meet on regular basis to review the instruction that students are receiving; reflect together on its impact of and the assumptions that underlie the curriculum;and make decisions collaboratively about what must be taught to all students, organize and develop content, skills, assessments, and resources over time (Al-Jammal & Ghamrawi, 2013; ATA, 2010; Bailey, 2013; Frank et al., 2011; Kelley et al., 2008; Truesdale et al., 2004).

School leaders can build and support a group of educators who meet on a regular basis to propose curricular and extra-curricular activities related to student leadership skills. Team members can help

peers to organize these activities and assess results. Such teams can also communicate with parents, encouragethem to engage their children in activities or organize their own activities to teach their children the leadership qualities and skills.

Finally, training providers and colleges of education are encouraged to make use of the findings of this study in designing their curricula related to school management (or school leadership), educational supervision and teaching diplomas.

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