

AMERICAN UNIVERSITY OF BEIRUT

TOWARDS A GROUNDED UNDERSTANDING OF
STUDENT LEADERSHIP IDENTITY

by
PAUL PHILIPPE SAID

A thesis
submitted in partial fulfillment of the requirements
for the degree of Master of Arts
to the Department of Education
of the Faculty of Arts and Sciences
at the American University of Beirut

Beirut, Lebanon
April 2019

AMERICAN UNIVERSITY OF BEIRUT

TOWARDS A GROUNDED UNDERSTANDING OF STUDENT
LEADERSHIP IDENTITY

by
PAUL PHILIP SAID

Approved by:



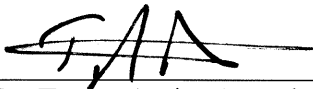
Dr. Rima Karami-Akkary, Associate Professor
Department of Education

Advisor



Dr. Saouma BouJaoude, Professor
Department of Education

Member of Committee



Dr. Tamer Amin, Associate Professor and Chair
Department of Education

Member of Committee

Date of thesis defense: April 24, 2019

AMERICAN UNIVERSITY OF BEIRUT

THESIS, DISSERTATION, PROJECT RELEASE FORM

Student Name: SAID PAUL PHILIP
Last First Middle

Master's Thesis Master's Project Doctoral Dissertation

I authorize the American University of Beirut to: (a) reproduce hard or electronic copies of my thesis, dissertation, or project; (b) include such copies in the archives and digital repositories of the University; and (c) make freely available such copies to third parties for research or educational purposes.

I authorize the American University of Beirut, to: (a) reproduce hard or electronic copies of it; (b) include such copies in the archives and digital repositories of the University; and (c) make freely available such copies to third parties for research or educational purposes after:

One ---- year from the date of submission of my thesis, dissertation, or project.

Two ---- years from the date of submission of my thesis, dissertation, or project.

Three ---- years from the date of submission of my thesis, dissertation, or project.

Paul Said April 30, 2019
Signature Date

ACKNOWLEDGMENTS

An individual might have thousands of instructors; yet, very few “fathers” and mentors... my deep gratitude first goes to those who shaped my personality, mind and soul:

My parents and sisters for their unconditional love, the faith they have instilled within me and their continuous encouragement,

Father George Dimas, the visionary leader, who guided and coached me throughout my professional career in Beirut Orthodox Schools,

Doctor Rima Karami-Akkary, the passionate leader, my role model and mentor, with whom I have come to appreciate educational leadership as a fascinating art and science for personal and social change.

My profound recognition is addressed to Dr. Saouma BouJaoude and Dr. Tamer Amin for accepting to serve on my committee and sharing their expertise and insights with me. I am also grateful for the many leaders I have encountered so far throughout my professional career: Mrs. Nayla Daoun, Mr. Elie Daoun, Mrs. Laura Rizk, Mr. Nicolas Rizk, Mrs. Ghia Saifan and Mrs. Bissan Issa. I would like additionally to thank my colleagues, classmates at AUB and friends for their care, support and encouragement.

I am thankful for all principal participants for their welcoming and generous spirit.

My last acknowledgment goes to the youth I have met at school or in church ministries for their inspiration... I wish this thesis grants them the voice they deserve!

Foremost, I thank God, for even I offer Him odes of praise numberless as the sands, I still have done nothing worthy of what He has given me!

AN ABSTRACT OF THE THESIS OF

Paul Philippe Said

for Master of Arts

Major: Educational Administration and Policy Studies

Title: Towards a Grounded Understanding of Student Leadership Identity

This study explores student leadership identity from the perspectives of principals and students in Lebanese Private Orthodox schools. The study has a three-fold purpose: (1) identify the perceptions of school principals and secondary students of student leadership identity, (2) identify the factors and organizational conditions that contribute to the promotion of student leadership identity, and (3) build a grounded profile of student leadership identity through comparing school principals' conceptions of student leadership with those of secondary students within the context of Lebanese Private Orthodox schools. This multicase study was conducted in three selected Lebanese Private Orthodox schools; it employed a qualitative research design along with the grounded theory methodology. Data were collected through individual interviews with the school principals and focus groups with students in each of the selected cases. The data was analyzed and coded in order to extract the categories. The emerging categories and sub-categories were compared for participants within each school as well as for each category of participants across cases. Two combined profiles for student leaders were accordingly generated: the first identifies the characteristics of student leader from the principals' views, and the second the students'. Additionally the factors and organizational conditions influencing student leadership development were generated for each case. The findings of the study reveal a major overlap in the participants' perceptions of student leadership; student leaders were perceived as (1) demonstrating special personal qualities; (2) being peacemakers and community builders; (c) playing an active role in school and community. Perceptions of factors and organizational conditions that promote student leadership development were similar among the participants; these are: (a) the school vision; (b) the role of principal; (c) the role of teachers; (d) the dimensions of the curriculum; (e) the school's extra-curricular activities and programs; (f) the school-parent relations; (g) the parenting style, and finally, (h) the socio-cultural context of school. The findings were accordingly compared to the researcher's initial understanding of student leadership reflected in a theoretical profile described in this study. The study identifies the cultural and contextual dependency of student leadership identity, and accordingly, suggests recommendations for practice and further research.

CONTENTS

ACKNOWLEDGMENTS	V
AN ABSTRACT OF THE THESIS OF	VI
CONTENTS	VII
ILLUSTRATIONS	XX
TABLES.....	XXI
Chapter	
I. INTRODUCTION.....	1
A. Purpose and Statement of Problem.....	2
B. Research Questions.....	3
C. Rationale.....	3
1. University Students' Leadership Development	5
2. Dominance of Outside View of Student Leadership Identity	6
3. Narrow understanding of the student leadership	8
4. Reconciling School Principals and Secondary Students' Perceptions on Student Leadership.....	9
5. Student Leadership in the Arab World and Lebanese Orthodox Schools .	11
D. Significance.....	14
II. LITERATURE REVIEW.....	16
A. Introduction.....	16
B. Elements of Student Leadership Identity.....	17
1. Self-awareness.....	18

2. Self-regulation.....	19
3. Critical Thinking.....	22
a. Interconnectedness of critical thinking and self-awareness.....	23
b. Interconnectedness of critical thinking and self-regulation.....	24
4. Moral Reasoning.....	25
a. Empirical literature on moral development and leadership.....	25
b. Theoretical literature on moral development and leadership.....	27
c. Educational psychology perspective on acquiring moral reasoning.....	27
5. Affiliation Capabilities.....	29
a. Teamwork.....	30
b. Negotiation.....	31
c. Trust.....	31
d. Influence and Inspiration.....	
	32
C. Contextual Influences.....	33
1. Student Leadership Development Programs.....	34
a. Empirical Literature on Student Leadership Development Programs.....	34
b. Theoretical Literature on Student Leadership Development Programs.....	36
2. School Principal Approach.....	38
a. Mentoring and Role Modelling Approach.....	38
b. Capacity-Building Approach.....	40

c.	Culture shaping approach.....	41
3.	Teachers' Mentoring Role.....	43
a.	Coaching and modelling the leadership behaviors.....	
	43	
b.	Classroom climate conducive to leadership development.....	44
c.	Teacher mentoring qualities.....	45
d.	Building teacher leadership capacity.....	45
4.	Professional Learning Community Context.....	46
a.	Professional learning communities' social capital.....	47
b.	Professional learning communities as mindful cultures.....	48
5.	The design of the Curriculum.....	49
a.	Self-formation dimension of curriculum.....	50
b.	Social transformation dimension of curriculum.....	52
c.	Hidden curriculum of student leadership.....	53
6.	Sociocultural Influences.....	54
a.	Families' parenting style.....	55
b.	Gender influence.....	55
c.	Social stereotypes of leadership.....	56
D.	Researcher's Theoretical Position.....	56
1.	Student Leadership Identity Theoretical Profile.....	58
a.	Metacognitive identity standards.....	59
b.	Moral and affective identity standards.....	60
c.	Social and interpersonal identity standards.....	61
2.	Theoretical Perspective on Contextual Influences.....	61

a.	The rational path.....	62
b.	The emotional path.....	63
c.	The organizational path.....	63
d.	The family path.....	64
III.	METHODOLOGY.....	67
A.	Introduction.....	67
B.	Research Questions.....	67
C.	Theoretical Background of Research Design.....	68
1.	Paradigm Choice.....	68
2.	Perspective Choice.....	70
3.	Methodology Choice.....	71
a.	Grounded theory as a rigorous approach for theory generation. ...	71
b.	Grounded theory as a method that considers culture an essential construct.....	72
c.	Grounded theory as a design for guaranteeing a social justice approach.....	73
4.	Study Design.....	74
5.	Study Site.....	75
a.	Coherent student population.....	76
b.	Broad grade configuration.....	76
c.	Rich student life.....	76
d.	Different geographical locations.....	76
e.	Different school size.....	77
f.	Profile of school principal.....	77

D. Selection of Participants and Population Characteristics.....	78
E. Data Collection Procedures.....	80
1. Individual interviews with school principals.	81
2. Focus Groups with secondary students.....	81
F. Data Analysis.....	83
1. Researcher’s interpretive practices.....	83
2. Quality Criteria.....	85
a. Validity of Data.....	85
b. Theoretical validity.....	85
c. Empirical Validity.....	86
d. Internal validity.....	87
3. Reliability.....	87
4. Limitations of the Study.....	88
IV. RESEARCH FINDINGS	89
A. Overview of Findings: Principals and Students’ Responses.....	90
B. Conceptions of Leadership and Student Leadership from the Principals’ Perspectives.....	101
1. Conceptions of Leadership from the Principals’ Perspectives	102
a. Possesses special personality traits.	102
i. Adopts a humble approach.....	102
ii. Is wise and smart.....	102
iii. Commits to developing own’s leadership capacity.	103
b. Influences others’ positions and behaviors.	103
i. Convinces and guides followers.	103

ii.	Adopts a collaborative approach.....	104
2.	Conceptions of Student Leadership from the Principals’ Perspectives ...	104
a.	Demonstrates special personal qualities.	105
i.	Is liked by others.....	105
ii.	Has diverse non-academic intelligence.....	105
iii.	Possessing strong personalities.....	106
iv.	Is ethical and models a moral system.	106
b.	Is a peacemaker and a community builder.....	108
i.	Contributes to a healthy and cohesive school environment.....	108
ii.	Solves conflicts in a rational, peaceful and persuasive approach.....	109
iii.	Serves as a liaison between peers and school administration.....	109
c.	Plays an active role in school and community.....	110
i.	Engages actively in local clubs, NGOs, ministries and projects.....	110
d.	Proposes projects and initiatives that enrich students’ school life.....	111
C.	Conceptions of Leadership and Student Leadership from the Students’ Perspectives.....	112
1.	Conceptions of Leadership from the Students’ Perspectives.....	114
a.	Possesses special personality traits.	114

i.	Is cultured and educated.	114
ii.	Is wise and smart.....	115
iii.	Is charismatic.....	115
iv.	Commits to developing own’s leadership capacity.	115
v.	Adopts a moral system.....	116
b.	Influences others’ positions and behaviors.....	117
i.	Convinces and empowers followers.	117
ii.	Safeguards communication and dialogue among group members.....	118
c.	Leadership in underdeveloped societies versus developed societies.....	119
2.	Conceptions of Student Leadership from the Students’ Perspectives	120
a.	Demonstrates special personality traits.....	120
i.	Is liked by others.....	120
ii.	Possesses a confident and strong personality.....	121
iii.	Leads by example.....	121
iv.	Demonstrates ability for self-regulation.	121
v.	Is ethical and models a moral system.	123
b.	Is a peacemaker and a community builder.....	126
i.	Contributes to a healthy and cohesive school environment.....	126
ii.	Solves problems in a rational, peaceful and persuasive approach.....	127

iii.	Serves as a liaison between peers and school administration.....	129
c.	Plays an active role in school and community.....	130
i.	Engages actively in community’s local clubs, NGOs, ministries and projects.....	130
ii.	Proposes projects and initiatives that enrich students’ school life.....	131
D.	Comparison between Principals and Students’ Conceptions.....	131
1.	Comparison between Principals and Students’ Themes of Leadership ...	133
a.	Possesses special personality traits.	134
b.	Influences others’ positions and behaviors.	135
c.	Leadership in underdeveloped societies versus developed societies.....	136
2.	Comparison between Principals and Students’ Themes of Student Leadership.....	137
a.	Demonstrates special personal qualities.	138
b.	Is a peacemaker and a community builder.....	140
c.	Plays an active role in school and community.....	141
E.	Organizational Conditions and Factors Influencing Student Leadership Development.....	142
1.	St. Gregory School: Factors and Organizational Conditions Influencing Student Leadership Development.....	143
a.	Orthodox identity of the school.....	145
b.	Influence of the school vision.....	146

c.	Influence of the school principal.....	147
i.	Enacts a vision for empowering students.....	147
ii.	Provides students with opportunities to develop their leadership potential.....	149
d.	Influence of teachers.....	149
i.	Engage in personal and professional development opportunities to build their capacity to enact student leadership.....	150
ii.	Enact a platform of values and principles that support student leadership development.....	150
iii.	Employ interactive and empowering teaching approach.	151
iv.	Accommodate for debates and discussion within instructional time.....	152
e.	Influence of the curriculum.....	152
f.	Influence of extra-curricular activities and programs.....	153
g.	Influence of school-parents relations.....	155
h.	Influence of parenting style.....	155
i.	Influence of the socio-cultural context.....	156
2.	St. Basil School: Factors and Organizational Conditions Influencing Student Leadership Development.....	158
a.	Orthodox identity of the school.....	160
b.	Influence of school vision.....	160
c.	Influence of the school principal.....	162
i.	Enacts a vision for empowering students.....	162

ii.	Provides students with opportunities to develop their leadership potential.....	166
d.	Influence of the teachers.....	167
i.	Enact a platform of values and principles that support student leadership development.....	167
ii.	Accommodate for debates and discussions within instructional time.....	169
iii.	Employ interactive and empowering teaching approaches.....	169
iv.	Demonstrate and model leadership to students.....	170
e.	Influence of the curriculum.....	170
f.	Influence of extra-curricular activities and programs.....	171
g.	Influence of school-parents relations and parenting style.....	172
h.	Influence of the socio-cultural context.....	173
3.	St. John School: Factors and Organizational Conditions Influencing Student Leadership Development.....	174
a.	Orthodox identity of the school.....	176
b.	Influence of the school vision.....	178
c.	Influence of the school principal.....	180
i.	Enacts a vision for empowering students.....	181
ii.	Provides students with opportunities to develop their leadership potential.....	184
d.	Influence of the teachers.....	185

i.	Enact a platform of values and principles that support student leadership development.....	186
ii.	Employ interactive and empowering teaching approach.....	187
e.	Demonstrate and model leadership to students.....	188
f.	Influence of the curriculum.....	189
g.	Influence of extra-curricular activities and programs.....	189
h.	Influence of school-parent relations.....	190
i.	Influence of the socio-cultural context.	191
F.	Chapter Summary.....	191
1.	Combined Profile of Student Leadership.....	193
2.	Combined factors and organizational conditions influencing student leadership development.....	195
v.	DISCUSSION, CONCLUSION AND IMPLICATIONS	198
A.	Discussion of the Combined Student Leadership Profile	200
1.	Student leadership as self-regulation.....	201
a.	Self-regulation as goal setting.....	202
b.	Self-regulation as commitment to grow into a leader.....	203
2.	Student Leadership as Abiding by High Moral Standards.....	205
3.	Student Leadership as an Act of Influence	207
a.	Influence through holding a formal position.	208
b.	Influence through inspiring others.	209
B.	Discussion of the Organizational Conditions Influencing Student Leadership Development.....	211
1.	Dimensions of the School Leadership.....	211

a.	Principal leadership as enabling student voice.	212
i.	Elaborating a vision for student leadership development.....	212
ii.	Providing students with opportunities for leadership development.....	214
iii.	Mentoring students.....	214
iv.	Offering leadership development activities and programs.....	215
b.	Principal leadership as organizational capacity building.....	216
2.	Influence of the Teachers.....	217
a.	Shaping instructional time.....	218
b.	Role modelling behaviors.....	221
3.	Influence of the School’s Curricular and Extra-Curricular Programs	223
a.	Shaping students’ personalities.....	223
b.	Developing students’ social responsibility.	225
C.	Summary.....	226
D.	Conclusion: Contextual Dependency of Student Leadership Identity	227
1.	Distinctive Characteristics of Student Leaders per Context	229
a.	St. Gregory School: the political student leader.	229
b.	St. John School: the relational leader.....	233
c.	St. Basil School: the responsible social agent leader.	235
2.	Uniqueness of the Orthodox Context.....	238
E.	Implications for Practice and Recommendations for Further Research	240
1.	Grounded Model for Student Leadership Identity	241

2.	Roadmap for Promoting Student Leadership Development	242
a.	Initiating leadership-learning opportunities.....	243
b.	Rethinking teachers’ agency.....	245
c.	Bridging school and community.....	246
d.	Shifting the school leadership style.	248
3.	Recommendations for Further Research.....	250
Appendix		
I.	INDIVIDUAL INTERVIEW PROTOCOL FOR PRINCIPALS.....	253
II.	FOCUS GROUP PROTOCOL FOR SECONDARY STUDENTS.....	256
III.	SAMPLE SUMMARY OF FOCUS GROUP RESULTS PRESENTED TO THE STUDENT PARTICIPANTS IN THE MEMBER CHECKING INTERVIEW	258
IV.	SAMPLE SUMMARY OF INDIVIDUAL INTERVIEW RESULTS PRESENTED TO A PRINCIPAL PARTICIPANT IN THE MEMBER CHECKING INTERVIEW.....	264
	REFERENCES	270

ILLUSTRATIONS

Figure		Page
4.1	Conceptions of leadership and student leadership from the principals' perspectives.....	100
4.2	Conceptions of leadership and student leadership from the students' perspectives.....	111
4.3	Combined profile for student leadership identity.....	194
4.4	Combined factors and organizational conditions influencing student leadership development profile.....	200

TABLES

Table		Page
4.1.	Frequency of responses of principals and students on conceptions of leadership and student leadership	90
4.2.	Frequency of responses of principals and students on factors and organizational conditions influencing student leadership development.....	93
4.3.	A cross-case comparison between principals' and students' perceptions of the profile of a leader.....	139
4.4.	A cross-case comparison between principals' and students' perceptions of the profile of a student leader.....	143
4.5.	Factors and organizational conditions influencing student leadership development as identified by the principal and students at St. Gregory school.....	151
4.6.	Factors and organizational conditions influencing student leadership development as identified by the principal and students at St. Basil school.....	168
4.7.	Factors and organizational conditions influencing student leadership development as identified by the principal and students at St. John school.....	188

CHAPTER I

INTRODUCTION

Leadership has gained major importance in the twenty first century educational system. Indeed, developing the leadership capacity of young people is seen as vital (Lavery and Hine, 2013; Nathan, 2013) as they are tomorrow's leaders in the family, society and nation (Bowman, 2013; Hine, 2014). Schools hold a unique position to influence students' growth into leaders (Lavery and Hine, 2013). Hence, many schools have put student leadership in their highest priorities and accordingly invested in different formats of leadership development programs. These programs were believed to nurture leadership among the young adults and demonstrate 'return on' students' learning (Pederson, Yager and Yager, 2011), cultivation of students' ethical mindsets (Archard, 2012; Nathan, 2013; Traynor et al., 2013) as well as shaping the school climate through instilling 'distributed leadership' (Mitra, 2005; Pederson et al., 2011; Bowman, 2013; Hine, 2014).

Despite the numerous studies on student leadership development programs, student leadership remains a critical topic that has not been sufficiently explored by researchers (Dempster and Lizzio, 2007; Hine, 2014), although, its dynamic nature and future repercussions on the students and their communities are worth investigating (Hine, 2014). Besides, scholars agreed that leadership development is a developmental process and a personal learning experience (Whitehead, 2009; Odom, Boyd and Williams, 2012; Cohen et al., 2013; Bowman, 2014; Grunwell, 2015); yet, few have chosen to conceptualize the resulting outcome of this process which consists of the student leadership identity (Komives, Owen, Longersbeam, Mainella and Osteen, 2005; Dempster

and Lizzio, 2007). Moreover, our knowledge base lacks empirical literature attempting to depict young adults' own conception of that student leadership identity (Komives et al., 2005; Dempster and Lizzio, 2007), hence, disregarding the discourse that the optimal way for portraying leadership comprises exploring the perceptions of those people involved in it (Jantzi and Leithwood, 1996). In the context of this study, a student leadership identity refers to the student's categorization of own's self as an occupant of a leadership role, through having internalized leadership qualities and thus, performing accordingly. Consequently, this study will attempt particularly at exploring the perception of Lebanese Secondary Students and School Principals on student leadership identity.

Purpose and Statement of Problem

The purpose of this study is to build a comprehensive profile of the student leadership identity through examining school principals and secondary students' perceptions of student leadership in Lebanese Private Orthodox Schools. The study has a three-fold purpose:

- 1- Identifying the perceptions of school principals and secondary students of student leadership identity.
- 2- Building a grounded student leadership identity profile through comparing school principals' conceptions of student leadership with those of secondary students.
- 3- Identifying the factors and organizational conditions contributing to the promotion of this student leadership identity from the

perspective of school principals and secondary students in Lebanese Private Orthodox schools.

Research Questions

This study aims at answering the following research questions:

1. How do school principals and secondary students in Lebanese private Orthodox schools conceive of student leadership?
2. How do school principals and secondary students' perceptions of student leadership compare?
3. What do school principals and secondary students perceive to be the factors and organizational conditions contributing to the development of the student leadership identity?

Rationale

Setting this study in the context of the existing knowledge base on student leadership is fundamental for promoting the study's originality and identifying the study's rationale. Nevertheless, before exploring the scholarly conversations exploring student leadership identity, the researcher finds it important to shed the light on the leadership dilemma brought by Dial (2006) and stated by Armstrong and Fukami (2009) as the "State versus Trait debate" (p. 5). In other words relevant to this study, is a 'student leadership identity' innate or developed progressively throughout time under certain conditions? This dilemma has been emphasized by Dial (2006) and Waldman, Galvin and Walumbwa's (2012) assertions that there remains a number of unanswered questions which are necessary

for understanding the process of leadership development; yet, answering these questions is at the core of this study. Avolio, Rotundo and Walumbwa (2009) advance evidence from research in the behavioral genetics field that assert that approximately 30% of the variation in leadership style and individuals' development into leaders is determined by genetic factors; the remaining percentage being attributed to various environmental and contextual influences. Other scholars suggested that hereditary and environmental factors contribute unitedly and interchangeably to leadership development (Mumford, Stokes and Owens, 1990 as cited in Avolio, Rotundo and Walumbwa, 2009). Nevertheless, in that matter, the researcher supports the stance that has been widely agreed upon among scholars, affirming that the individual's growth into a leader is a developmental process and a personal learning experience (Komives et al., 2006; Whitehead, 2009; Odom, Boyd and Williams, 2012; Cohen et al., 2013; Bowman, 2014; Grunwell, 2015). These personal leadership-learning experiences eventually become integral to building an individual's leadership identity (Komives, own, Longerbeam, Mainella and Osteen, 2005; Dial, 2006). This discourse on leadership identity challenges many leadership theories that have focused on traits, behaviors and situations, which according to Dial (2006) have worked well in understanding leadership in the industrial era when society primarily focused on production and efficiency.

Furthermore, Walker's (2003) affirms, "our experiences in education build over time into inter-subjective patterns and shape what kind of girls and boys, men and women we recognize ourselves to be and what we believe ourselves able to do" (p. 169). Hence, as the researcher believes that leadership development at the school level enables students to become more effective human beings, he chooses to depict the constituents of secondary

students' leadership identity and define the factors and organizational conditions that promote this identity. Nonetheless, a survey of the literature puts upfront a gap in understanding student leadership identity; the arguments for this claim lie in the following paragraphs.

University Students' Leadership Development

There is abundant literature on adult leadership advancing a wide range of leadership theories in the field of educational administration and business. Nevertheless, Dempster and Lizzio (2007) assert that a conceptual and practical understanding of youth leadership cannot be reached through seeking to discern which adult leadership notions relate also to young peoples.

In parallel, scholars have attempted to mitigate the gap on student leadership by choosing to explore students' leadership experiences at the university level (Dial, 2006; McNae, 2011). In fact, some studies chose to test the impact of mediating variables such as gender and age on college students' beliefs and attitudes towards leadership practices (Dial, 2006; Wielkiewicz et al., 2012; Posner, Crawford and Denniston-Stewart, 2015, Al-Thehabee, 2016), or studied the relationship between intelligence and leadership potential (Muammar, 2015). Other scholars have tackled extensively university student leadership programs through examining the prominent leadership themes embedded within particular types of leadership development programs (Odom, Boyd and Williams, 2012; Grunwell, 2015) or have studied the contribution of these programs to promoting students' self-authorship (Cohen et al., 2013). Additional studies have tackled university students and educators' perceptions and preferences for leadership activities or programs (Anderson and

Kim, 2009) and attempted to identify guidelines for leadership instruction or designing leadership development programs (Traynor et al., 2013). The researcher encountered after this review only one study that address student leadership identity; this study by Komives et al. (2005) has developed grounded theoretical work to describe the factors that could contribute to building university students' leadership identity. As a result of this study, the scholars have created a leadership identity development model.

Furthermore, Nathan (2013) refer to Arnott (2012) to highlight a severe lack of leadership capabilities among schools' graduates affecting negatively their graduate employment. This assertion puts upfront the need for leadership development at the pre-university level, particularly at schools, where scholars seem to agree that they consist of "hotbeds for leadership development" (Van Linden and Fertman, 1998, p. 224 as cited in Lavery and Hine, 2013).

The abovementioned literature has undoubtedly served the purpose of bridging between University Students' Leadership and Adult Leadership. Nonetheless, it does not diminish the need to explore and understand student leadership at the secondary school level (Dempster and Lizzio, 2007); furthermore, McNae (2011) argues further that youth leadership within the school settings has often been a neglected notion "with a confusing array of definitions and practices" (p. 26). Thus, this calls the study to extend the bridge towards including schools and particularly secondary academic cycles.

Dominance of Outside View of Student Leadership Identity

In their theoretical work, Dempster and Lizzio (2007) advocate for producing credible insights of leadership from the students' point of view as "the outside-in"

approaches (p. 280) to describing student leadership are dominant. This statement could be supported by several instances from the critical literature that the researcher has explored. Mitra's (2005) work addresses the role of adults in fostering youth participation and leadership in school reform efforts, while Pederson et al. (2011) examined educators' understanding of a student leadership program and its impact on school wide climate. Another 'outside-in' approach is found in Archard's (2012) study in Australian and New Zealand secondary girls' schools examined teachers' perception of the type of student leadership practiced in schools and the situations in which the girls enacted successfully or unsuccessfully as leaders. Similarly, Lavery and Hine's (2013) have studied the views of eight Catholic school principals on student leadership and their perceived roles in promoting student leadership in their schools.

On the other hand, there are studies that opted for an *outside-in* view of student leadership with some references to students' voices (Dempster and Lizzio, 2007). Nathan (2013) assessed the effectiveness of a youth leadership development framework by surveying principals, teachers, leadership facilitators, school graduates and student leaders. Additionally, Hine's (2014) case study examined the understanding of principals, staff members and a cohort of elected student leaders of the student leadership development program in a Catholic School in Western Australia. In contrast, one study conducted by Archard (2012) has opted for examining solely student leaders' perceptions on leadership and leadership education.

Consequently, this study aims essentially at filling the identifiable gap of portraying closely 'student leadership' through the insider's view-points, i.e. secondary

students targeted in this research, and reconcile them to compare and contrast them with the view-points of those holding leadership positions in the school namely the principals.

Narrow understanding of the student leadership

Although few studies have opted for ‘mixed-approaches’ by gathering both adults and students’ perceptions regarding student leadership, it is noteworthy that these studies have failed in extending the concept of student leadership toward the whole secondary students’ body. Moreover, the available studies have limited their inquiries to few special student leaders who are elected to take part in student councils or leadership teams or judged by their educators as having leadership capacities (Archard, 2012; Hine, 2014; Pederson et al., 2011). It is also noteworthy, that studies of Alnabhan (2010), Muammar (2015), and Alborni (2015) on student leadership, emerging in the Arab world, have limited their focus to gifted and high achieving students rather than the whole student body. Consequently, an identifiable gap lies in empirical studies describing student leadership that captures the views of the student body as a whole, hence, carrying on a description of student leadership with an ‘inclusive’ mindset.

In addition to the neglect of seeking the perspective of all students, scholars warn about the misuse of the term ‘inclusive’ in the context of student leadership. Landorf and Nevin (2007) note that the term inclusive has always been associated in the literature with the integration of students with disabilities into the global education. Nonetheless, Theoharis (2007) refers to Sapon-Shavin (2003) to assert that inclusion is not only about providing equitable opportunities to students with disabilities, but rather a model of social justice in which all types of marginalization is eliminated. Indeed, Willmet (1997) argues

that student leadership development must arise from an understanding of the dignity of each person and a recognition of the individual's potential (as cited in Lavery and Hine, 2013). In that spirit, Lavery and Neidhart (2003) advanced an advocacy for a model of what they termed "inclusive student leadership" (p. 7), whereby each student possesses a legitimate role in exercising leadership and the whole high school senior student cohort has access to leadership training and not solely the elected student leaders.

Accordingly, if education in the formal settings of schools and universities were to shape the individuals' lives (Walker, 2003) and the development of leadership capacity not being restricted to those born with certain traits (Armstrong and Fukami, 2009; Bowman, 2013); then, the development of student leadership can no longer be perceived other than through an 'inclusive' and social justice approach. Hence, following the philosopher Martha Nussbaum's (2000) claim that "in considering education as/for human development and social justice, we would need to consider how each and every person is enabled to flourish in education" (as cited in Walker, 2003, p. 168). This advocacy for regarding leadership as a capability that is attainable by all secondary students needs to be further elaborated.

Reconciling School Principals and Secondary Students' Perceptions on Student Leadership

Some scholars have presented student leadership as being a rational decision by the school administration to implement a distributed leadership conception with the vision of inducing school reform (Mitra, 2005) or enhancing student learning (Pederson et al., 2011). Al Sayyed and Sharif (2010) have conducted their study with a school network in

Sudan and have noted a significant statistical correlation between the school management and the education of a generation of leaders; they accordingly affirmed that building students' leadership capacity is essentially a strategic decision. This strategic decision of developing students' leadership capacity requires 'adults' to provide support for youth while creating opportunities for young adults to experience leadership through meaningful roles and responsibilities throughout their educational journey (Mitra, 2005). These instances from scholarly literature shed the light on the role of principals in promoting student leadership at their schools. Indeed, while Leithwood, Patten and Jantzi (2010) describe extensively the key role of school administration, and principals, in enhancing student learning, Dempster and Lizzio (2007) refer to Andrews (2007) and Andrews and Crowther (2006) to describe student leadership as intrinsic to student engagement; hence, relating implicitly principalship to student leadership. Lavery and Hine (2013) accentuate this claim by agreeing that underpinning their research on student leadership is a belief that principals enact as dynamic catalysts for nurturing student leadership; they enforced their statement by describing school principals' role in setting the vision for student leadership and leadership development programs and accordingly allocate the required human and financial resources. Most importantly, Mitra (2005), Dempster and Lizzio (2007) and Lavery and Hine (2013) affirm the role of school administration in shaping the school culture to accommodate for student leadership; and that school principals set the leadership model for their students through their words and actions (Lavery and Hine, 2013; Hine, 2014).

In that context, Dempster and Lizzio (2007) raise the need to bridge between the ideals of both parties involved in leadership development: school principals and students.

After all, Mitra (2005) affirm that the promotion of youth leadership emerges from partnerships between youth and adults. Consequently, this study closes a predominant gap in the literature through attempting to reconcile between the perceptions of the direct stakeholders in student leadership and build one consolidated student leadership identity profile that gathers school principals and secondary students' viewpoints on this matter.

Student Leadership in the Arab World and Lebanese Orthodox Schools

Before assessing the inclusiveness of student leadership within the Arab World's knowledge base, the researcher finds it important to report that a considerable number of the selected critical empirical studies on student leadership are grounded in Australia and New Zealand; the studies are those of Archard (2012), McNae (2011), Nathan (2013), Lavery and Hine (2013), and Hine (2014). Another noteworthy information is the interest of Catholic scholarly journals such as *Catholic Education: A Journal of Inquiry and Practice*, *Journal of Catholic Education* and *Journal of Catholic Schools Studies* in publishing studies on student leadership, which suggests that nurturing student leadership has been on the catholic schools policy makers' agendas. Nonetheless, a survey of worldwide literature reveals a scarcity of similar studies in different context and raises the concern that student leadership has not yet been sufficiently explored by western scholars.

This scarcity of studies on student leadership seem to be particularly acute in the Arab context. In fact, five studies on student leadership were only found in 'SHAMAA', the Arab Educational Information Network, although several descriptors related to the topic were employed when surfing the database such as student leadership, leadership programs,

student councils, character education. The following comments offer an overview of the aspects of student leadership that these studies have explored:

- Studies of Muammar (2015) and Al-Thehabee (2016) have addressed university students rather than high school/ secondary students respectively in Saudi Arabia and Iraq. Al Sayyed and Sharif (2015) and Alnabhan's (2010) studies evolved around secondary students while Al-Borni's (2015) study involve students at the early adolescence age (7th graders).
- Three studies emerged from hypotheses suggesting a correlation between intelligence and leadership potential (Alnabhan, 2010; Al-Borni, 2015; Muammar, 2015).
- The study of Al Sayyed and Sharif (2010) conducted within a school network in Sudan proved the impact of school management on the education of future leaders' generations; nevertheless, they reported the finding that developing future generation of leaders is not listed on the school management's agendas.
- The five countries in which the studies were conducted are Sudan, Kuwait, Jordan, Saudi Arabia and Iraq. There are no available studies on student leadership conducted in Lebanon.

The researcher argues that student leadership at the pre-university level, in the Arab world context, remains an under-explored topic. Further, studies on student leadership suggest a narrow understanding of this topic as they did not present student leadership in terms of a comprehensive identity profile; rather, these studies revealed that the perception of leadership remains acquainted with specific constructs related to intelligence or giftedness.

In addition to that, the local and international educational knowledge bases lacks sufficient studies that address the educational institutions affiliated with the Orthodox Church worldwide or even in the Arab World including Lebanon. Indeed, Karami-Akkary (2013) affirms, “there is scarcity of empirical and theoretical literature on school leadership in Lebanon that reflects the culture and the context of practice” (p. 720).

The abovementioned facts consequently call for conceptualizations of student leadership that are primarily grounded in our Arab World context, and more particularly in Lebanese Orthodox schools. This call resonates with Dimmock and Walker (2000), Heck and Hallinger (2005) as well as Karami-Akkary’s (2013) assertion that leadership practices, particularly educational leadership models, are shaped by the socio-cultural context from which they are derived. As a result, this study will answer the advocacy of Karami-Akkary (2013) and attempt to create a culturally grounded knowledge base.

Moreover, many arguments rationalize the choice of Lebanese Orthodox schools to inaugurate the Arab knowledge base on student leadership. To begin with, the establishment of Orthodox Schools in Lebanon date back to the nineteenth century (Kilbourne, 1952; Abouchedid, Nasser and Van Blommestein, 2002); hence, they possess significant historical contributions within the Lebanese educational system. With reference to the statistics published for the scholastic year 2012-2013, 13 private schools distributed across Lebanon operate under the auspices of the Orthodox Church, hosting 2.3% of the total student population in Lebanese private schools (Center for Educational Research and Development, 2013). Most importantly, the Orthodox School has been identified to promote a unique educational identity as it has been established by the Church to contribute in educating people without discrimination and to develop the individual on the intellectual

level as well as the moral and spiritual levels. The role of Orthodox School transcends the inculcation of books and curricula towards a holistic education of the individual that would eventually prepare him/her to face all life encounters and events. This identity has been defined by both, the late Patriarch Ignatius IV, Primate of the Antiochian Orthodox Church (1979-2012) and Metropolitan Paul Bandalay, the Chaplain of the Orthodox Schools in Lebanon and Syria during the First Conference of Orthodox Schools in Lebanon and Syria held in Damascus in 2001, entitled “Exploring the origination and role of the Orthodox School and Foreseeing the future mission and challenges”. Hence, as Orthodox schools strive to develop the person as a whole, a study of its contribution to nurturing students’ leadership identity seems rational.

Finally, this study in Lebanese Orthodox schools’ gains significance as it grants the researcher access to be a participant observer given that he completed his K-12 education in one Orthodox School as well as is currently a member of the leadership team of one of the schools within a network of Orthodox schools.

Significance

This study employs the grounded theory design methodology that explores a phenomenon within its field settings (Charmaz, 2011). Hence, it promises to contribute to building an indigenous knowledge base on student leadership in the Arab World and particularly in Lebanese Orthodox Schools through constructing a theoretical conception of student leadership in terms of a student identity profile. It attempts to bridge the prevailing gap in the literature on student leadership and extend the literature on adult leadership and university student leadership towards K-12 schools that are natural spaces for adolescents’

leadership development. Guided by the research perspective relying on symbolic interactionism, this study seeks to understand human behavior from the *insider's* perspectives (Kowalski, 2009), hence will present student leadership identity through the eyes of secondary students explores the student leadership terrain characterized by its 'outside-in' view of student leadership identity (Dempster and Lizzio, 2007). Furthermore, this study advances a constructivist approach for student leadership identity, as it examines secondary students' constructed meanings of a leadership identity setting the stage for further research aimed at generalization of its contextually grounded findings.

Most importantly, as this study advances a grounded student leadership identity profile, it remediates the prevailing gap in depicting the qualities and attributes of a leadership identity in contrast with studies focusing primarily on student leadership development programs.

In parallel, this study's contribution to practice seems to be two-folded. On one hand, it could potentially inform school leadership practices towards promoting student leadership, hence, enabling school principals to become effective catalysts of youth leadership (Lavery and Hine, 2013). On the other hand, as per the claim of Dempster and Lizzio (2007), building the knowledge on Student Leadership Identity is a critical predecessor for reconceptualizing the approaches to youth leadership training and development. Indeed, the study shifts the focus on the intended outcome of engaging in leadership development programs rather than the process itself.

This chapter has set the topic of student leadership identity in the context of the previous knowledge base. Nonetheless, a true understanding of the originality of this study

calls for an in-depth exploration of the literature on student leadership identity and student leadership development.

CHAPTER II

LITERATURE REVIEW

Introduction

Schools hold a great responsibility in developing the leadership capacity of adolescents who possess great leadership potential (Lavery and Hine, 2013; Hine, 2014). Nevertheless, as presented in the previous chapter of this thesis, 'student leadership' remains an ambiguous issue (Dial, 2006; Dempster and Lizzio, 2007; McNae, 2011). Notably, few scholarly works attempted to define clearly the concept of 'student leadership' in terms of developing an identity profile. Scholars theorize that leadership requires learning about one's self (Kouzes and Posner, 2011; Odom et al., 2012; Bowman, 2013). Kouzes and Posner (2011) assert, "the mastery of the art of leadership comes with the mastery of the self, and so developing leadership is a process of developing the self" (p. 22). Scholars' standpoints infer that leadership is mostly a personal development process that guides the individual to explore and nurture own's leadership qualities and construct his 'leadership identity'. Accordingly, a review of literature is primordial to explore on the unique learning experiences that guides any student to recognize and develop his/her leadership identity.

The literature presents 'identity' as being an internalized set of role expectations (Waldman, Galvin and Walumbwa, 2012; Daniels and Brooker, 2014; Davis, 2015). Stets and Burke (2000) support that, "the core of an identity is the categorization of the self as an

occupant of a role, and incorporating, into the self, the meanings and expectations associated with the role and its performance” (as cited in Davis, 2015, p. 45). In addition, Avolio, Rotundo and Walumbwa (2012) recommend an understanding of leadership as role occupancy. Consequently, one pathway towards exploring the qualities of a leadership personality seems to be the adoption of an ‘identity development’ theoretical framework. In order to frame the topic of this research within the existing knowledge base, this review will follow an adapted version of Komives et al.’s (2005) grounded conceptual framework for leadership identity development in which the phenomenon of leadership identity development emerges in relationships with developmental and group influences. Hence, through surveying empirical and theoretical literature in the fields of educational leadership and educational psychology, the research will explore in a first place the identity elements of a leader’s self and define, in a second place, the developmental and context-specific factors contributing to the dynamic development of a student’s leadership identity. Thus, this review is reported under two main sections: elements of student leadership identity and contextual influences including: (1) student leadership development programs, (2) school principal approach, (3) teachers’ mentoring role, (4) professional learning community context, (5) design of the curriculum, and (6) sociocultural influences. The chapter finishes with a theoretical model that encompasses the researcher’s theoretical position on student leadership identity development.

Elements of Student Leadership Identity

A student’s leadership identity refers to the qualities and leadership role attributes of students who have built their leadership capacity. The knowledge base on student

leadership have tackled mostly university students' leadership behaviors or student leadership development programs; yet, few empirical and theoretical models have conceptualized student leadership in terms of an identity profile (Komives et al., 2005; Dempster and Lizzio, 2007).

There is wide agreement that leadership development consists of a personal learning experience that requires the individual foremostly to learn about one's self (Komives et al., 2005; Whitehead, 2009; Odom et al., 2012; Cohen et al., 2013; Bowman, 2014; Grunwell, 2015). Hence, in order to fulfill the quest of defining the constituents of a student leader's self, the researcher surveyed theoretical and empirical literature on student leadership and chose to pinpoint conceptualizations or findings relevant to student leadership identity role attributes. Moreover, the researcher consulted theoretical and empirical literature in the field of educational psychology in order to acquire comprehensive and grounded understanding of each leadership identity element. Thus, this section will focus on the leadership identity attributes, which are (1) self-awareness; (2) self-regulation; (3) critical thinking; (4) moral reasoning; and (5) affiliation capabilities.

Self-awareness

Self-awareness is crucial in the course of developing one's leadership identity as it guides the individual to acquire deep understanding of himself, and accordingly, lead and contribute to his environment. There is wide agreement in theoretical literature on self-awareness as a primordial component of a student leadership identity. Lambert (2003) conceptualizes student leadership by affirming, "a student leader is one who has found her own voice" (p. 56) and Bowman (2014) postulates that "developing one's leadership

capacity begins with liberating the leader within oneself” (p. 61). Likewise, empirical literature promotes self-awareness as a constituent of a student leadership identity (Komives et al., 2005; Nathan, 2013; Alnabhan, 2010). In fact, Komives et al. (2005) affirmed in their grounded model on leadership identity development that an awareness of the self is fundamental for the student to grow as leaders. Alnabhan (2010) reported a similar finding among Kuwaiti 11th grades, by affirming that the self-awareness component of emotional-intelligence construct did predict leadership.

Scholars offered resembling definitions of self-awareness. Some presented generic descriptions such as Bowman (2014) who presented self-awareness as “an inner quest to discover who you are and what you care deeply about” (p. 61) and Whitehead (2009) who defined it as a process of “knowing and understanding the inner-workings of one’s own heart” (p. 852). Other scholars have extended these definitions to suggest that self-awareness is a dynamic process enabling a student to label aspects of his personal identity and affirm his strengths and weaknesses, values, principles and beliefs, and preferences for learning and thinking (Goleman, 1996; Komives et al., 2005; Odom et al., 2012).

Most importantly, scholars hypothesize that self-awareness is crucial for enabling students to potentially influence and contribute to the world around them (Lambert, 2003; Whitehead, 2009; Cohen et al., 2013); after all, they will lead out of what is already in their souls (Kouzes and Posner, 2011; Bowman, 2014). Such statements resonate with Whitehead’s (2009) definition of authenticity, which postulates that a leader must operate in synchronization with his own interests and with the core of his own beliefs.

Self-regulation

Self-regulation defines how a student leader sets a goal and accordingly develops responsibility and motivation to pursue this goal. Moreover, in the context of leadership identity development, self-regulation additionally prescribes the individual's personal commitment to grow into a leader. One study conducted within a Jordanian school network proved the correlation between self-regulation and gifted students' leadership behavior (Al-Borni, 2015). Educational Psychology scholars have defined self-regulation by referring to it in the context of learning, describing it as a self-initiated and proactive process that involves setting a learning goal and modifying one's efforts to reach that goal through applying various skills such as monitoring, help seeking and time management (Zimmerman, 2008; Phan, 2010; Fishman, 2014). Zimmerman (1998) advances a theoretical model of self-regulation, identifying a forethought phase and a performance phase. The forethought phase intersects with the self-awareness component of a student leadership identity. Indeed, self-awareness seems somehow equivalent to 'metacognition'; one of the components of self-regulation along with cognition and motivation as defined by Zimmerman (1998). While cognition refers to the essential knowledge required for completing any task, "metacognition is the ability to think about one's own thinking process before, during, and after performing a task" (Phan, 2010, p. 288). It is viewed as most important in the process of self-regulation as it informs the task performance, and task evaluation at a later stage (Phan, 2010).

This forethought phase informs greatly the performance phase that involves the behavioral implementation of the task or goal (Zimmerman, 1998; Phan, 2010). Such model supports once again scholars' affirmation that student leaders' positive influence and contribution to their world will be enabled as much as they discover their inner selves

(Lambert, 2003; Cohen et al., 2013). In that matter, Bowman (2014) postulates that students, who have nurtured their leadership identity, approach everything they do according to that awareness of self; consequently, they choose how to act, treat others and view the world.

Zimmerman's (1998) model adds to the mix the concepts of self-observation and self-control. While self-observation is self-explanatory, self-control is defined as a motivational construct that elicits the individual's commitment to engage actively in pursuing a certain goal. Self-control is greatly influenced by various factors such as the perceived autonomy and goal orientation (Phan, 2010). In that context, Hine (2014) concludes in his study of Student Leadership Programs in Australian Catholic Schools, that an essential outcome of these programs envisions students to become "more autonomous in their thinking, decision making, and actions as leaders"(p. 100). These claims put upfront another constituent of self-regulation that is the individual's sense of responsibility. Fishman (2014) differentiates between "feeling responsible" and "being held responsible" (p. 686), and consequently asserts that *feeling responsible* plays a major role in one's self-regulation as it prompts intrinsic motivation and "a sense of internal obligation and commitment to produce or prevent desired outcomes" (p. 686).

Furthermore, self-regulation informs essentially the student's sense of responsibility and commitment towards achieving the personal growth into a leader (Whitehead, 2009). In fact, in the literature on leadership development, self-regulation is presented as a core component of concepts brought by Reichard, Walker, Putter, Middleton and Johnson (2016) such as "leadership developmental readiness" (p. 2) as well as "leader developmental efficacy" (p. 3). The former describes the ability and motivation that one

develops to grow into a leader; while the latter refers to the belief in one own's ability to develop leadership knowledge and skills. In fact, the study conducted by Reichard, Walker, Putter, Middleton and Johnson (2016) with international leaders presents a positive relationship between leader developmental efficacy and intentions to develop as a leader, which in turn, positively relates to engaging in leadership development activities. Scholars concluded that an individual's growth into a leader "requires more than pure potential" (Reichard, Walker, Putter, Middleton and Johnson, 2016, p. 14); rather, it demands motivation which, will only be built when thinking of oneself as a leader (Waldman, Galvin and Walumbwa, 2012).

Critical Thinking

Critical thinking defines a quality of a student leader who is reflective in his thinking, able to handle ambiguity and to generate a comprehensive understanding of his inner self as well as the surrounding environment, hence, capable of making rational and informed decisions. Critical thinking is a cognitive process that has varied definitions that designate its constituents as well as its interconnectedness with self-awareness and self-regulation.

According to Jarrett (2010), individuals think using two different models: one that is automatic and intuitive or another reflective and deliberate model. Critical thinking falls under the reflective and deliberate system as it encompasses deep information processing strategies (Jarrett, 2010; Phan, 2010; Alexander, 2014). Indeed, Phan (2010) promotes critical thinking as a fully-fledged discipline that encompasses the skills of conceptualizing, analyzing, synthesizing and evaluating the information obtained through different means

such as observation, experience, communication, reasoning and reflection. Moreover, reflection or reflective practice seems to be prominent theme in scholars' conceptualizations of critical thinking (Nussbaum, 2000; Walker, 2003; Komives et al., 2006; Phan, 2010). Phan (2010) presents critical thinking as "a complex process of reflection that helps individuals become more analytical in their thinking and professional development" (p. 284). Phan (2010) refers to the work of Dewey (1993) to define critical thinking's two-folded reflection process. This process involves firstly "a state of doubt" and hesitation that triggers the thinking process and secondly "an act of searching" in order to resolve any uncertainty and regain complete understanding (p. 286).

Interconnectedness of critical thinking and self-awareness. Critical thinking contributes to developing a student leader's self-awareness as it leads him to comprehend how he thinks, feels, and behaves. According to Mezirow (1998), reflection precedes critical thinking as it consists of an active exploration of the assumptions and beliefs existing in the individual's consciousness (as cited in Phan, 2010). This conceptualization resonates with Alexander's (2014) affirmation that critical thinking is not a coldly cognitive endeavor; rather, it combines the individual's personal experiences and self-perceived capabilities. Such claims highlight the interconnectedness of critical thinking and self-awareness in the context of leadership development. Indeed, student leaders are expected to become critically aware of own's reality (Cohen et al., 2013). In that sense, critical thinking enables the individual to acquire metacognitive knowledge through engaging in continuous self-examination (Bowman, 2014); hence working on identifying and developing own's strengths and powers (Odom, Boyd and Williams, 2012).

Interconnectedness of critical thinking and self-regulation. Critical thinking enables student leaders not only to become knowledgeable and conscious about their own cognition but also to acquire self-regulation through developing metacognitive monitoring strategies, and goal-setting strategies while acquiring intrinsic motivation. Critical thinking entails the “ability to explore a problem, question, or situation; integrate all the available information about it; arrive at solution or hypothesis; and justify one's position” (Phan, 2010, p. 286). Hence, it nurtures the individual’s metacognitive monitoring through safeguarding an unbiased interpretation of information. In that sense, critical thinking avoids any chances of falling into heuristics and biases which our thinking systems are susceptible to (Jarrett, 2010). Jarrett (2010) describes few heuristics and biases; these are the ‘status quo bias’ which describes “the way most of us are swayed by the default option” or the ‘confirmation bias’ that triggers us to search for evidence to support our point of view rather than to falsify it.

In addition, critical thinking secures various positive contributions at different levels. It assists individuals “to handle ambiguity, take responsibility for their actions and to develop confidence and self-efficacy beliefs when faced with rapid decision making” (Kuiper, 2002 as cited in Phan, 2010, p. 288). Furthermore, scholars pinpointed critical thinking’s contribution to making appropriate and informed choices about one’s life (Alexander, 2014) and to develop self-judgement strategies that will eventually generate intrinsic interest and learning goal orientation accompanied with adaptive motivational learning behaviors (Phan, 2010; Phan, 2011). Such behaviors, i.e. taking responsibility and developing self-confidence are surely expected from students who have built their leadership capacity (Komives et al., 2006; Archard, 2012; Bowman, 2014).

Moral Reasoning

A student leader develops moral reasoning, enacts according to values and principles, and seeks to induce positive change within his community. Grunwell (2015) refers to the work of Eich (2008) who defined student leadership as “a process-oriented, collaborative endeavor, with goals of being inclusive, empowering, purposeful, and ethical” (p. 83). Being *ethical* suggests a new learning dimension that engages student leaders, which is related to moral reasoning development. Interestingly, the moral aspect of student leadership identity has been extensively emphasized in empirical and theoretical works on student leadership development. In the following paragraphs, the researcher will present: (1) empirical literature on moral development and leadership, (2) theoretical literature on moral development and leadership and (3) educational psychology perspective on acquiring moral reasoning.

Empirical literature on moral development and leadership. Empirical literature advances that student leadership must revolve around a cause or a shared purpose that students would be motivated enough to pursue (Traynor et al., 2013; Cohen et al., 2013; Archard, 2012). Likewise, Alnabhan (2010) asserts that student leadership emerges from a student’s sense of social responsibility; in fact, the social responsibility component of emotional-intelligence proved to be a significant predictor of Kuwaiti gifted 11th graders.

Studies have shown that student leadership has been associated with students’ desire to induce change within their society. For instance, Traynor et al.’s (2013) study on guiding principles for student leadership development in the Doctor of Pharmacy program, found that student leadership encompass seeking to influence the society and achieve positive social change. Similarly, Cohen et al. (2013) affirm in their study that an essential outcome of university students’ leadership development programs is equipping leaders for social change.

Particularly, in Australian and New Zealand girls' secondary schools, where Archard (2012) has conducted her study, girls are prepared and expected to play a role as leaders in society to address concerns of gender inequity (Archard, 2012). This transformational moral dimension of student leadership is at the core of “servant leadership”, which is found to be a prominent theme in student leadership studies of Nathan (2013), Lavery and Hine (2013) and Hine (2014). This type of leadership is “both an effective and ethical leadership approach given its emphasis on key values such as altruism, authenticity, morality, accountability, empowerment, integrity and spirituality (Nathan, 2013, p. 586).

Interestingly, in their grounded studies aiming at defining the moral dimension in student leadership and describing student leadership development programs, scholars have opted for theoretical frameworks evolving around servant leadership (Nathan, 2013; Lavery and Hine, 2013; Hine, 2014). A service approach seems to be promoted through student leadership development programs and predominant among Australian Catholic School principals, teachers and students who believe that this leadership approach is the one taught and modeled by Jesus Christ (Lavery and Hine, 2013; Hine, 2014). In that context, it can be argued that student leadership resembles a ministry or a civic responsibility that leads students to exercise servant leadership within their school or larger community and thus achieving transformation. Nathan (2013) has defined the dimensions of the student leader’s ministry through analyzing the interviews conducted with secondary students and facilitators of youth leadership development programs. The participants’ interview responses revealed three servant leadership themes that were believed to be most conducive to youth leadership development. These themes were (1) transforming influence, which characterizes behaviors that produce lasting effects on others, (2) responsible morality, which defines the leadership

behaviors led by moral reasoning and moral actions, and (3) voluntary subordination, which describes altruistic inclination to serve others.

Theoretical literature on moral development and leadership. In addition to empirical studies, theoretical literature on student leadership advances advocacies for purposeful leadership that envisions achieving social change and accentuates the need for service-based student leadership. Indeed, Bowman (2014) supports in his scholarly article value-based student leadership. He begins by describing, “the globally destructive behaviors of self-interest, incivility, greed, coercive power, zealotry, and violent extremism exhibited so provocatively on the world stage” (p. 59) and accordingly, solicits students to understand their world and to develop ambition for a cause, movement, mission, or work and not themselves (Collins, 2005 as cited in Bowman, 2013). Bowman (2014) encourages students to “run to a great purpose in pursuit of something truly significant” (p. 61). Moreover, scholarly work put upfront the service dimension of student leadership. Lavery and Hine (2013) assert that such service approach of leadership emerges from a desire to help others, a natural desire to serve first before leading. This approach must be promoted to become voluntary, as students need “to learn to serve others without seeking compensation or reward, and highlight the importance of demonstrating one’s care to others regardless of their backgrounds through practical deeds” (Nathan, 2013, p. 593).

Educational psychology perspective on acquiring moral reasoning. In the Educational psychology literature, moral development is regarded as one aspect of the individual’s personal development. Indeed, it necessitates deep self-awareness through affirming the personal values and beliefs to which the individual aspires (Odom, Boyd and Williams, 2012). According to Zhiyenbayeva et al. (2014), moral development is initiated

through student's learning and familiarization with morals, values and needs. Acquiring moral beliefs occurs within a moral experience that can be defined as an enculturation and socialization process in which the individual internalizes moral qualities and standards (Zhiyenbayeva et al., 2014).

In addition to that, moral development can be understood by examining Kohlberg's six stages of moral reasoning. Kohlberg organized the six stages under three general stages entitled: pre-conventional, conventional and post-conventional moral reasoning (Olson, 2011; Liu, 2014). At the pre-conventional stage, moral reasoning is greatly influenced by the pre-set rules and laws; thus, based upon a fear of punishment. At the conventional stage, moral reasoning is demonstrated through keeping good interpersonal relationships with others; while at the post-conventional stage, moral reasoning is revealed through the adoption of moral principles and promotion of higher human rights and principles. In the context of student leadership, a student leader aims at achieving higher moral reasoning stages. Nonetheless, Kohlberg claims that few people reach the high post-conventional stages and demands that schools concentrate their students' work on the conventional moral reasoning stage (Olson, 2011).

The work of Dewey (1939) as cited in Liu (2014) complements Kohlberg's moral development theory through emphasizing the role of moral inquiry in developing an individual's moral responsibility. This responsibility necessitates a sense of autonomy as it puts upfront the common good of the society and triggers the individual to become a force for change. Moreover, moral responsibility requires both moral knowledge and moral judgement; therefore, it is guided by the individual's personal goals and interests (Dewey, 1939 as cited in Liu, 2014). Nathan (2013) recalls these concepts of moral knowledge and

judgement through affirming that “students need to be sufficiently equipped to make tough ethical decisions” (p. 591). Interestingly, Liu (2014) affirms that the moral judgements are in essence emotional rather than intellectual; thus, highlighting the influence of feelings on the moral inquiry and development.

Affiliation Capabilities

A student leader is typically proficient in his interpersonal relations. In fact, leadership is in essence a collective endeavor that occurs in the context of interpersonal relationships (Grunwell, 2015). Thus, growing into a leader necessitates developing social competencies in the first place (Armstrong and Fukami, 2009). Social competencies include the “affiliation capability” that was defined by the philosopher Martha Nussbaum (2000) and considered a primordial human function for a life that preserves the dignity of the human being. According to Nussbaum (2000), the affiliation capability concerns “being able to live with and toward others, to recognize and show concern for other human beings, to engage in various forms of social interactions. It entails being able to imagine the situation of another and to have compassion for that situation; to have the capability for both justice and friendship ... to have the social bases of self-respect and non-humiliations” (p. 79).

This social aspect of leadership has been emphasized by the empirical literature on student leadership programs. For instance, in Australian and New Zealand Secondary Girls’ Schools, teachers believed that teamwork and compassion are among the main qualities of leadership (Archard, 2012). A similar finding emerges in Traynor et al.’s (2013) study in which cultivating relationships as teamwork is found to be more effective than individual

work. Furthermore, the analyses of the interviews conducted with secondary students and facilitators of youth leadership development programs in Nathan's (2013) study put upfront a 'social' dimension of student servant leadership, which is "covenantal relationship". This dimension describes the leadership behaviors "characterized by shared values, mutual trust, and concern for others, which create profound and close-knit relationships" (Nathan, 2013, p. 590). According to the author, covenantal relationship was regarded by the youth leadership program facilitators as a central leadership development activity.

In addition, scholars' empirical and theoretical works on student leadership have brought to surface many interpersonal abilities and skills; above all are teamwork and negotiation (Traynor et al., 2013; Cohen et al., 2013; Archard, 2012), influence (Armstrong and Fukami, 2009; Bowman, 2013; DeRue and Ashford, 2010; Waldman, Galvin and Walumbwa, 2012) and trust (Bowman, 2014; Armstrong and Fukami, 2009).

Teamwork. Ability to engage in teamwork is one main quality among student leaders (Archard, 2012). Teams are social systems within a school context where students are in constant interaction with their classmates. Derry, DuRussel and O'Donnell (1998) describe teams as "living and evolving communities defined largely by their practices and the tools they use to carry out their practices". Within the framework of his social cognitive theory, Bandura (2001) explains how interpersonal relationships occurring in groups and teams can produce the desired results; he affirmed, "group attainments are the product not only of the shared intentions, knowledge, and skills of its members, but also of the interactive, coordinated, and synergistic dynamics of their transactions" (p. 14). The group or team dynamics has been highlighted by Hinsz et al.'s (1997) group information-processing theory defined as being "the degree to which information, ideas, or cognitive

processes are shared, and are being shared, among group members and how this sharing of information affects both individual and group-level outcomes" (as cited in Derry, DuRussel and O'Donnell, 1998). Consequently, group dynamics will trigger the group cognition and accordingly develop collaboratively the group's self-concept (Phan, 2010; Derry, DuRussel and O'Donnell, 1998). Hence, they will assist in promoting a social capital (Day, 2000) as they shift the focus from the human agency to the collective agency in which the collective efficacy matters more than self-efficacy. Collective efficacy is provoked when people act conjointly and engage in the cognition, aspiration, motivation, and regulations activities (Bandura, 2001).

Negotiation. Negotiation is an essential interpersonal quality of student leaders as it enables them to become effective team members. Negotiation describes the communication processes that help in aligning understanding among community members (Derry, DuRussel and O'Donnell, 1998; Bowman, 2014). Negotiation enables the different members to bring to the team their own cognitive histories, and these unique perspectives cause members to understand and interpret work-related problems in significantly different ways (Derry, DuRussel and O'Donnell, 1998). Bowman (2014) advances negotiation by claiming, "in an era of increasing interconnectedness, the leadership lesson for secondary students is that diverse perspectives are characteristically required to solve problems arising from complex causes and conditions" (p. 59).

Trust. Trust governs a student leader's ethical relationships. Trust is an indispensable social dimension for a student leader's affiliations as it eradicates any inclination towards a negative perception of leadership (Bowman, 2014; Armstrong and Fukami, 2009). According to Bowman (2014), student leaders who create a mosaic of

trusting relationships can mobilize others to work collaboratively in many directions at once. Lambert (2003) and Nathan (2013) add that trust enables student leaders to guide their teams towards attaining the desired common good goals (Lambert, 2003; Nathan, 2013; Hine, 2014). Building trust requires foremost demonstrate transparency and commit to telling the truth; indeed, “trust and transparency go hand in hand” (Seidman, 2007 as cited in Bowman, 2014, p. 61).

Influence and Inspiration. The ability to influence and inspire reinforces a student’s identity construction as leader and enables him to inspire other and get them aboard in his quest of achieving change within his environment. According to Armstrong and Fukami (2009), “the process of leadership is about influencing others, directly and indirectly” (p. 9). Firsthand, Bowman (2013) asserts that once self-awareness is developed, a student leader attains “the stage of 'being in-influence' rather than 'being in control'; thus, has a positive impact on his/her classmates and school” (p. 59). A self-awareness on the moral level seems to be a pre-requisite for exercising influence. The most powerful form of human influence is inspiration (Bowman, 2013). “Inspiration is anchored in a set of beliefs and values” (Bowman, 2014, p. 60); the values of honesty, integrity and justice “inspire the highest in human conduct and interrelations” (Bowman, 2014, p. 60).

The influence/inspiration social dimension of student leadership evokes a dichotomy in the field of leadership related to leadership v/s followership. Leadership and followership are strategies for social interaction (Van Vugt, 2006); leadership cannot be considered apart from followership as it is natural that some individuals take the lead and others follow (Van Vugt, 2006). In that matter, Malakyan (2014) asserts that understanding the leadership process must consider the psychology of followers and assumes that goals of

leaders and followers do not always align. Nonetheless, according to DeRue and Ashford (2010) and Waldman, Galvin and Walumbwa (2012), this leader-follower relationship reinforces the social construction of the leader identity; these scholars assert that an individual's leader identity will be stronger when potential followers accept and welcome the leader's role. Nonetheless, Lavery and Hine (2013) introduce a nuance by asserting that the influence and inspiration exercised by a student leader must not aim in any way to create submissive followers. Accordingly, they pinpoint an important aspect of a leader's relation to followers, by encouraging any student leader to engage, encourage and facilitate the participation of the student body in the leadership development process so that followers do not feel passive or excluded.

Contextual Influences

The development of student leadership identity can be facilitated by myriad contextual factors that are relevant to the school's internal realm as well as the school's external environment. These factors put upfront the relational and interactionist aspect of leadership. In fact, based on empirical and theoretical literature, the researcher argues that leadership emerges at schools through students' daily interactions with peers and adults, namely principals and teachers, in the context of classrooms or special leadership development programs. In addition to school-related-realities, student leadership seems to be modeled by social and cultural perceptions of leadership.

Indeed, Komives et al. (2005) proved within their leadership identity development framework that students' growth into leaders is fostered by developmental and group influences. They mention different factors such as the adult influences, peer influences,

students' meaningful involvement in leadership experiences and reflective learning as well as group influences including the properties of engaging and interacting with groups. This finding resonates with Bowman's (2014) conceptualization that "leadership initially involves processes of inner growth followed by outer organizational effects" (p. 62). The contextual influences will be presented under the following titles: (1) student leadership development programs, (2) school principals approach, (3) teachers' mentoring role, (4) professional learning community context, (4) the design of the curriculum, and (5) sociocultural dimensions.

Student Leadership Development Programs

Leadership development programs consist of opportunities for students to nurture their leadership identity. Grunwell (2015) asserts in his theory that students' leadership development programs consist of experiential processes in which students think, reflect and learn. Such programs positively affect student's leadership skills and values enabling them to acquire self-awareness and civic responsibility (McNae, 2010; Nathan, 2013). Literature on student leadership has extensively addressed leadership development programs. The following paragraphs will overview both empirical and theoretical literature.

Empirical Literature on Student Leadership Development Programs. The selected empirical studies for this literature review mentioned similar student leadership development programs. The predominant format is 'establishing school governance opportunities' (Archard, 2012; Pederson et al., 2012; Lavery and Hine, 2013; Hine, 2014). Remarkably, the Australian and New Zealand schools, surveyed in the empirical studies of Archard (2012), Lavery and Hine (2013) and Hine (2014) adopt an elected student leader

program, which is designed for secondary/high school students. These schools hold election processes to select student leaders (Archard, 2012; Lavery and Hine, 2013; Hine, 2014). Student leaders are assigned portfolios, and accordingly are required to fulfill their leadership responsibilities. They occupy different leadership positions such as: leader for the arts, leader for the sports, house captain, etc. (Hine, 2014). A common mission across schools for student leaders is exercising 'servant leadership' (Lavery and Neidhart, 2003; Lavery and Hine, 2013; Nathan, 2013; Hine, 2014). Indeed, student leaders are encouraged to hold peer support trainings (Hine, 2014) coordinating campus ministry activities and implementing junior sports activities (Lavery and Neidhart, 2003; Lavery and Hine, 2013), as well as mandates like "influencing and inspiring others towards attaining a common goal that benefits the school and community" (Archard, 2011, p. 32). One nuance has been introduced by Hine (2014) who affirms that the Catholic Schools where his study was conducted, provided leadership opportunities to all students, both elected and non-elected. He mentions that among their different missions, elected student leaders "help and encourage others to organize and facilitate events, attend meetings and become involved in house events" (Hine, 2014, p. 99). In contrast with the elected student leader program, two elementary schools in the Midwest, USA adopt a "Student Leadership Ambassador Program" that is designed to enable students to exercise leadership (Pederson et al., 2012). This program does not comprise any election process, but rather, teachers select student ambassadors. The criteria for selecting ambassadors rely primarily on students' demonstration of peer influence as well as strong potential for becoming leaders. Ambassadors could not be the best-behaved students; yet, their main task as ambassadors is influencing peers to help create a positive learning environment (Pederson et al., 2012).

Moreover, Leadership development programs at the university share similar goals, which are assisting student in their self-development (Grunwell, 2015; Cohen et al., 2013; Traynor et al., 2013). Indeed, Cohen et al. (2013) affirm that such programs aim primarily at enabling students to “become critically aware of their own compositing of reality” (p. 7). Moreover, according to Traynor et al. (2013) a guiding principle for student leadership development is applying "a wide variety of settings including didactic curriculum, experiential curriculum, and extra-curricular involvement" (p. 4). As for the students enrolled in the comprehensive agriculture program at Chicago High School for agricultural sciences, they agreed that youth activities and sports help in developing students' leadership skills. Moreover, some studies identified criteria for quality leadership development experiences; these are a focus on students' self-development (Traynor et al., 2013), and interactive, organized and fun (Anderson and Kim, 2009).

Theoretical Literature on Student Leadership Development Programs.

Theoretical literature offers a broad range of proposals for leadership development programs with different educational and leadership dimensions. Lambert (2003) identifies various leadership development formats. For instance, she mentions including peer mediation and conflict management programs in leadership development programs for youth. She supports additionally providing peer assistance opportunities that include peer tutoring and teaching. Lambert (2003) seems to be a pioneer in advocating the engagement of students in curriculum and instructional practices such as library development and organizing project-based learning activities, and interestingly, involving students in action research through joining school research teams and conducting focus groups.

Furthermore, scholars agree that the most effective formats of leadership development programs are those that promote leadership experiential learning (McNae, 2011; Waldman, Galvin and Walumbwa, 2012; Lavery and Hine, 2013) in contrast with more passive leadership development approaches such as lecturing on leadership skills or tutorial programs (Waldman, Galvin and Walumbwa, 2012; McNae, 2010; Nathan, 2013). In that sense, Walker (2003) advocates for adopting methods of group and teamwork to nurture leadership's affiliation capabilities among students as these techniques promote the values of empathy, recognition, respect, and compassion that are deemed necessary in the work place. In addition to that, Lavery and Hine (2013) support facilitating service-learning programs and experiences that can promote social awareness among students and influence positively their character enhancement as they learn to take initiatives, solve problems collaborate and help people.

Service-learning experiences requires student's commitment to two categories of service: core service, which entails serving outside of home and school through volunteering within charitable organization or work with marginalized communities, and non-core service, which requires the student to volunteer and serve within school, home, or sports club (Lavery and Hine, 2013). Such a model of service learning promotes an inclusive model of student leadership development as it targets the entire student cohort (Lavery and Hine, 2013); hence, it helps "avoiding disempowering students at a young age by setting them apart" (Wilmet, 1997 as cited in Lavery and Hine, 2013).

School Principal Approach

School principals contribute to the promotion of leadership among their students through modeling their preferred leadership style, facilitating opportunities for students to exercise leadership, and shaping the school culture to embrace student leadership development. School principals play a dynamic role as catalysts for developing student leadership (Lambert, 2003; Al Sayyed and Sharif, 2010; McNae, 2011; Lavery and Hine, 2012; Lavery and Hine, 2013). A *transformational leadership* style is mostly needed for school principals who strive for building the leadership capacity of students. This leadership style discussed by Firestone and Seashore Louis (1999), Campbell, Gold and Lunt (2003) and Owens and Valesky (2011) can potentially shape the organizational culture, engage all school members, lead them towards an envisioned goal, build their capacities and convert them into leaders.

The following paragraphs will depict the different aspects of school principals' leadership that support nurturing students' leadership capacity. The researcher examined primarily empirical and theoretical literature on student leadership, and then referred to literature on principal leadership to associate and provide a comprehensive understanding of principals' role in developing students' leadership.

Mentoring and Role Modelling Approach. School principals promote student leadership through modelling the preferred style of leadership and enacting as mentor to student leaders and leadership program facilitators. The surveyed empirical studies, whether in the Midwest Elementary Schools in Pederson et al. (2012) or Australian and New Zealand Schools in Archard (2012), Lavery and Hine (2013) and Hine (2014), advance examples of close engagement of school principals in overseeing or managing

student leadership development programs. Some school principals, despite their overwhelming responsibilities, choose to keep a true pulse on the school (Lineburg and Gearheart, 2008 as cited in Lavery and Hine, 2012) by engaging personally in leadership activities and meeting with student leaders on a regular basis (Lavery and Hine, 2012). For instance, at the Midwest Elementary Schools, the principal communicates clearly the expectations and responsibilities to each stakeholder throughout the process of developing students' leadership. The principal gives individual attention, and follows up excessively and patiently on the progress of the 'student ambassador leadership program' (Pederson et al., 2012). Likewise, in Australian Catholic Schools, school principals who aim at promoting student leadership meet regularly and directly with student leaders and undertake mentoring responsibilities (Lavery and Hine, 2013; Hine, 2014).

The abovementioned examples put upfront a role modelling approach for principal leadership. According to McNae's (2011) study, students' learning about leadership happens essentially through observing leadership in action, especially prefects and teachers. This aspect of principal leadership is clearly emphasized in Australian Catholic Schools in which the preferred model of leadership advocated for principals, teachers and students is a service-oriented one (Lavery and Hine, 2012; Lavery and Hine, 2013; Hine, 2014). Indeed, the Catholic Education Commission of Western Australia's Mandate Letter delivered in 2009 specifically affirm that individuals who assume leadership positions within catholic schools are recommended to adopt a servant leadership style (Lavery and Hine, 2012). This leadership approach positions the leader at the center of the organization rather than at the top of the hierarchy (Lavery and Hine, 2012); the school leader is consequently expected to

demonstrate care to individuals throughout his attempt to express liability to others, to build a sense of community and to ethically use power and persuasion (Hine, 2014).

Capacity-Building Approach. A principal's determination to nurture leadership among students suggests primarily a capacity-building approach that often results in adopting distributed and facilitative leadership styles. Such approach derives from the principal's belief that "everyone has the right, responsibility and capability to work as a leader" (Lambert, 2003). The core of this approach entails a distributed leadership style. Distributed leadership is far different from the prevailing approaches in the 20th century factory-model schools, which view leadership as single-person and role oriented (Smylie and Hart, 1999). In fact, it re-conceptualizes educational leadership making it an all-encompassing concept applied in a variety of frameworks (McNae, 2011); and most importantly, making it an organizational property shared by administrators, teachers, parents and students (Smylie and Hart, 1999; Firestone and Seashore Louis, 1999). Scholars such as Smylie and Hart (1999) and Firestone and Seashore Louis (1999) conceptualize that distributed leadership derives essentially from a leader's concern to develop the school's human capital, which refers to the attributes, skills and knowledge that shape a person's capacity to do productive work. Principals are well positioned to promote the human capital and to support organizational capacity building through supporting the work of leaders within the school and safeguarding the conditions that support their success (Huggins, Klar, Hammonds and Buskey, 2016). Similarly, facilitative leadership (Firestone and Seashore Louis, 1999) is another leadership style that is mainly concerned with setting the grounds for an effective distribution of leadership within the organization; thus, it

emphasizes the role of the school administration in team building, fostering a cohesive and change-oriented culture and articulating vision (Firestone and Seashore Louis, 1999).

Empirical studies on student leadership asserts the centrality of this facilitative role of the school principal in nurturing leadership among students. In fact, McNae (2011) confirms the role of principals in creating meaningful leadership learning opportunities and sustaining them. Additionally, Lavery and Hine (2013) and Hine (2014) found that school principals' role evolves around providing opportunities for collaboration among staff and empowering them to take an active interest in student leadership development and accordingly, undertaking role model responsibilities.

Furthermore, many scholars have emphasized the mission of principals in enabling, coordinating, and legitimizing the work of teacher-leaders, thus helping teachers' enactment as leaders-mentors (Mitra, 2005; Hine and Lavery, 2015; Huggins, Klar, Hammonds and Buskey, 2016). Empirical data support the effectiveness of principals' role in safeguarding youth-adult partnerships which are relationships that enable both the teacher and students to work collaboratively, share experiences, reflect and take within a mentoring and coaching framework (Mitra, 2005; McNae, 2011; Hine and Lavery, 2015).

Culture shaping approach. School principals hold a great responsibility in shaping the school culture making it conducive to student leadership development. Shaping the school culture requires exerting considerable efforts on different levels. By virtue of their position, school principals can greatly influence the vision of student leadership and leadership development exercised in their schools (Lavery and Hine, 2013). This vision emerges from the principal's philosophical understanding of student leadership at school. Researchers posit that elaborating this understanding is mandatory for implementing and

sustaining initiatives that envision the promotion of student leadership (Lavery and Hine, 2013). This vision must emanate from the values of the school; and hence, the principal must be clear in articulating these values and bringing them into school wide conversations (Lambert, 2003). Indeed, the findings of Campbell, Gold and Lunt (2003) in their study entitle ‘articulating leadership values in action’ confirm that it is the articulation of the value-based leadership that is of utmost importance in schools especially when values are presented as the moral purposes for the school. In that matter, Lavery and Neidhart (2003) and Lavery and Hine (2013) found that school principals who conceptualize student leadership with an inclusive and a social justice mindset are those who promote the values of tolerance and inclusiveness.

Moreover, school principals influence the school culture through their exemplification of the preferred leadership style. In Australian catholic schools, it is believed that the enactment of principals as servant leaders shape the school culture and identity and sets the grounds for promoting student leadership and set a format of this leadership that is based on service (Lavery and Hine, 2013).

Besides, additional factors can potentially shape the school culture; these are principals’ involvement in leadership development programs, whether directly or indirectly, and their regular interaction with students (Pederson et al., 2012; Lavery and Hine, 2013) as well as their continuous support and encouragement of teachers (Lambert, 2003; Lavery and Hine, 2013; Huggins, Klar, Hammonds and Buskey, 2016).

Teachers' Mentoring Role

Teachers play a vital role in nurturing leadership among students through modelling the leadership behavior, coaching students to nurture their leadership aptitudes and creating a supportive classroom climate that facilitates leadership development. These dimensions of teachers' role emanate from teachers' constructed leadership capacity enabling them to enact as mentors for building students' leadership capacity. The student-teacher relationships occur naturally within a school context (Phan, 2010; Alexander, 2014; Grunwell, 2015); they are the core constituent of the mentoring experience, which according to Clutterbuck (2008) acquires a broad and holistic aspects. In the following paragraphs will depict the different dimensions of teachers' mentoring role before highlighting the influence of teacher leadership on student leadership.

Coaching and modelling the leadership behaviors. Scholars points at the added value of teachers' enactment as coaches and mentors in the process of developing students' leadership capacities (Archard, 2012; Pederson et al., 2012; Traynor et al., 2013, Lavery and Hine, 2014; Hine and Lavery, 2015). The mentorship role of teachers is emphasized in Traynor et al.'s (2013) assertion, "leadership development requires many 'teachers' from whom students can learn" (p. 4). Scholars agree that the quality of teacher-student interactions have a significant impact on nurturing higher-order cognitive and metacognitive skills that are integral to a leadership identity (Alexander, 2014; Phan, 2010). Through mentoring, teachers facilitate self-reflection among students; self-reflection ensures that the leadership-learning journey becomes a student-centered experiential learning experience (Eich, 2008 as cited in Grunwell, 2015) enabling each student to become more aware of the components of their self and thus develop deeper self-awareness

(Odom, Boyd and Williams, 2012). Moreover, empirical findings explicate the influence of teachers on individual's developmental readiness to grow into a leader (Waldman, Galvin and Walumbwa, 2009) as well as individual's self-efficacy that is a determinant of leadership role occupancy (Avolio, Rotundo and Walumbwa, 2012). In fact, such personal agencies, i.e. developmental readiness, and self-efficacy, can be developed through observing others, personal experiences and being coached (Avolio, Rotundo and Walumbwa, 2009; Waldman, Galvin and Walumbwa, 2012).

In contrast with teacher-student interactions evolving on student leadership, a teacher's contribution to developing their students' leadership can occur indirectly through modeling the leadership behavior (Phan, 2010; Grunwell, 2015). Phan (2010) explains that educators can teach self-regulation through modeling and performing themselves, actions for students to observe and assimilate; these actions would reflect the teachers' cognitive as well as metacognitive strategies such as planning, controlling execution, allocating resources and self-reflection.

Classroom climate conducive to leadership development. Teachers play a major role in the process of student leadership development through creating a classroom culture that is supportive and conducive for leadership development (Grunwell, 2015; Alexander, 2014; Phan, 2010). The teacher manages the sociocultural climate of the classroom through cultivating meaningful student-teacher interactions and healthy interpersonal relationships. This could be done through providing opportunities for collaboration and teamwork (Derry, DuRussel and O'Donnell, 1998; Archard, 2012) and triggering reflections at the group or team level which will undoubtedly increase any team's self-concept and developing collective efficacy (Day, 2000). Additionally, the classroom culture can support engaging

all students, each on his leadership development journey, through promoting values of tolerance and inclusiveness and empowering the individuals so that they feel capable of leading and supporting others (Eich, 2008 as cited in Grunwell, 2015). Such a culture requires essentially inclusive educators, those “who uses teaching strategies that are inclusive of all students, thinks globally, acts on his convictions, and focuses on social justice” (Landorf and Nevin, 2007, p. 712).

Teacher mentoring qualities. Scholars identify few capabilities of teachers for a successful leadership mentoring and coaching experience. To begin with, Hine and Lavery (2015) refer to Hunter, Bailey and Taylor (1997) to describe the competencies of any coach or mentor; these include the ability to listen, to share experiences and information, to give advice, to facilitate learning experiences and to provide feedback. Scholars add that teachers must share a curiosity about leadership education and aim at ensuring growth and development of their students into leaders (Traynor et al., 2013; Lavery and Hine, 2013). According to Grunwell (2015), enacting as coaches requires teachers to recognize their students’ leadership development stages and hence provide their students with prompt and constructive feedback on their leadership development; this constructive feedback enables students to recognize their strengths and weaknesses through reflecting on their performance. In particular, the two elements taken into consideration for selecting ambassador coaches for the student leadership ambassador program’ are the passion about student ambassador initiative and intrinsically their sense of leadership (Pederson et al., 2012).

Building teacher leadership capacity. Teachers who engage themselves in constructing their leadership capacity can potentially influence their students’ growth into

leaders. In other words, building the leadership capacity of teachers is a pre-requisite for nurturing student leadership. Indeed, according to Lambert (2003), a teacher's active participation in leadership changes his/her perspectives about individuals who are eligible to learn and lead, assists him/her to achieve higher levels of moral development and thus extend to others the opportunities to learn and experience leadership.

The call for promoting teachers' leadership capacities finds its rationale in scholars' understandings of teacher leadership as a process encompassing teachers' participation in developing instructionally focused strategies and activities that support student learning, collaborating and sharing expertise in addition to modeling professionalism and commitment to continuous improvement (Lambert, 2003, 2010; Mangin, 2007; Frost, 2012). In that matter, Lambert (2003) conceptualizes that teachers who have built their leadership capacity are reflective, inquisitive and action-oriented; additionally, they accept responsibility for student learning. Further, Lambert (2003) asserts that teacher leaders mentor and coach others into leadership by claiming, "Leadership coaching can be joined with instructional coaching, since student learning and adult learning are parallel ideas" (p. 427).

Professional Learning Community Context

The discourse on the role of both the School Principal and teachers in developing student leadership will remain lacking if not complemented by a description of the school context that could be most conducive to building the leadership capacity of students. In that matter, a professional learning community as defined by DuFour and Eaker (1998) is

presented as the organizational arrangement that enables teachers' leadership capacity building and consequently students' leadership identity development.

Professional learning communities' social capital. Lambert (2003) asserts that leading is one form of learning through defining leadership as "reciprocal, purposeful learning in community" (p. 54). Interestingly, she adds, "students develop and learn in environments where adults do the same" (Lambert, 2003, p. 54). This claim is accentuated by Smylie and Hart's (1999) confirmation that school leadership which strives to enhance student learning, must improve schools for adults who work within them. Whether in the context of students or adults, scholars recognize leadership development as a learning experience about one's self (Lambert, 2003; Kouzes and Posner, 2011; Odom, Boyd and Williams, 2012; Bowman, 2013). Frost's (2012) conceptualization of teacher leadership resonates with such definition of leadership development; he postulates that teacher leadership is a personal learning experience about the self through attempting to clarify own's values and vision. This aspect of learning aligns with Larrivee's (2010) call for every teacher to operate as a reflective practitioner who engages continually in the quest of developing one own's beliefs about teaching/learning, and integrating them harmoniously within his/her personal teaching style. Glickman (2010) refers to this distinctive type of learning as 'transformational learning'. Transformational learning is essentially triggered in a social context through enriching interactions among individuals, accommodating for opportunities to explore new information, ideas and experiences (Smylie and Hart, 1999).

Additionally, it could be argued that the promotion of student leadership must be preceded with developing the school's social capital. The social capital is grounded in the interactions and relationships, which are characterized by their enriching educating

dimension (Smylie and Hart, 1999). Scholars support that some school structures are more conducive than others for developing strong social capital (Smylie and Hart, 1999; Drago-Severson, 2004; Murphy, 2015). In fact, the promotion of the social capital requires instilling types of collegial interactions that include, according to Smylie and Hart (1999), group work, communication channels and opportunities for providing clear feedback about each other's performance, helping, and supporting each other in the practices of teaching. Consequently, the type of schools that suit best the promotion of the social capital and student learning is the model of Professional Learning Communities (Smylie and Hart, 1999; Leithwood, Patten and Jantzi, 2010; Murphy, 2015). The characteristics of professional learning communities are identified by DuFour and Eaker (1998) as being shared mission and values, collective inquiry, collaborative teams, action orientation and experimentation and continuous improvement. Such a school model can support the transformation of the school's team of teachers into a community of professional educators through supporting individual learning. Such individual learning transforms into organizational learning when enabled collectively at the organizational level (McNiff, 2002).

Professional learning communities as mindful cultures. Scholars advocate for a mindful culture (Hoy and Miskel, 2008), that is collegial and built on trust (Huggins, Klar, Hammonds and Buskey, 2016) healthy and conducive to learning (Firestone and Seashore Louis, 1999; Smylie and Hart, 1999). They advance further the dimensions of school structures that promote organizational learning and hence, teachers' collective sense of responsibility for student engagement and learning (Firestone and Seashore Louis, 1999; Smylie and Hart, 1999; Murphy, 2015). Lambert (2003) adds the dimension of inclusiveness

by promoting a culture that is inclusive and just in regarding every student as a potential leader, makes leadership part of the conversations, reflections, studies and feedback processes in the faculty meetings, study groups, coaching sessions. She stresses that such culture is crucial to build a professional learning community characterized by its high leadership capacity (Lambert, 2003).

Professional learning communities as a context for distributed leadership. The grounds for instilling distributed leadership, which contributes to the promotion of student leadership, are facilitated within a professional learning community. Professional learning communities are found to accommodate for distributed leadership through supporting student achievement and organizational learning (Leithwood, Patten and Jantzi, 2010; Huggins, Klar, Hammonds and Buskey, 2016).

Scholars identify additional requirements for school principals to distribute leadership and make it an organizational property within their organizations. Principals need to provide necessary resources, time, and structures that facilitate collaborative work (Smylie and Hart, 1999; Leithwood, Patten and Jantzi, 2010; Murphy, 2015); to promote social trust by actions and not words (Smylie and Hart, 1999; Glickman, 2010; Leithwood, Patten and Jantzi 2010; Huggins, Klar, Hammonds and Buskey, 2016); and to shape the school culture to promote reflective learning and inquiry (Larrivee, 2010).

The design of the Curriculum

It is essential to have a curriculum that integrates all understandings on student leadership development within the academic bodies of knowledge; and that provides most

importantly opportunities for practicing and applying the various leadership skills and thus, making the leadership learning experience meaningful and impactful.

Curriculum consists of the substance of schooling (Klein, 1995; Ylimaki, 2012; Ylimaki, Fetman, Matyjasik, Brunderman and Uljens, 2017). Posner, Crawford and Denniston-Stewart (2015) have conducted a longitudinal study of Canadian university students' leadership practices; they found that students' program of study is most prominent in influencing any change in the individuals' leadership behaviors among the various factors that were believed to impact students' growth into leaders. Hence, the type of curriculum that supports student leadership identity development is worth being identified. According to Klein (1995), curriculum has a variety of forms and structures that are essentially influenced by the values and beliefs about schooling, teachers, and students. Moreover, Ylimaki (2012) affirms that curriculum development extends beyond the understandings of curriculum subjects towards setting the grounds of self-formation and social transformation. The following paragraphs will depict the self-formation and social transformation dimensions of curriculum in addition to elucidating aspects of the hidden curriculum that can influence students' growth into leaders.

Self-formation dimension of curriculum. A curriculum that envisions developing the leadership capacity of students must trigger and assist students throughout their journey of self-discovery and identification as leaders. A curriculum that envisions the promotion of student leadership cannot but derive from a belief that leadership is a personal learning experience (Komives et al., 2005; Whitehead, 2009; Odom, Boyd and Williams, 2012; Cohen et al., 2013; Bowman, 2014; Grunwell, 2015). Such curriculum must attempt to reach every student; it stems from a conviction that leadership identity development is

not restricted to individuals born with certain traits (Armstrong and Fukami, 2009; Bowman, 2013) but rather, accessible to all as it derives from pillars of inclusive education and social justice (Lavery and Neidhart, 2003). In that matter, Landorf and Neidhart (2007) and Theoharis (2007) that social justice must be translated into pedagogical curricular programs, which endorse pillars of ‘zero-reject philosophy’, self-determination, empowering language, conducive learning environment and valuing diversity.

Besides the abovementioned stance, a curriculum that supports student leadership identity development must endorse a constructivist educational approach. Such approach is conducive to building students’ leadership capacity, as it is learner-centered; it grants the individual the responsibility for his/her learning and recognizes the individual’s prior knowledge, experiences, and skills (Lambert, 2003; Anderson and Kim, 2009, Grunwell, 2015).

Practically, the curriculum design should include strategies of how student leadership can be fostered in both formal and non-formal educational settings. Anderson and Kim (2009) refer to Ricketts and Rudd (2002) and Corner and Strobel (2007) to advance a model and a conceptualization of this process. They describe that leadership learning must evolve through three stages. In an initial stage, students start by exploring the leadership concepts and skills before shifting into an ‘interaction’ stage in which students begin exploring how leadership can affect their life experiences and finally engaging in an ‘integration’ stage in which students focus on improving their leadership skills and applying them (Anderson and Kim, 2009). A conceptualization of a curriculum based on this three-stage-model is primordial for safeguarding the transfer of leadership skills learned within the school context into real life. Such conceptualization follows a

constructivist approach; thus, it can potentially support students' self-awareness, which is an integral for their leadership development – leadership being a journey of learning about one's self (Kouzes and Posner, 2011; Odom, Boyd and Williams, 2012; Bowman, 2013).

Social transformation dimension of curriculum. Building the leadership capacity of learners envisions equipping them to induce positive change within their communities; consequently, a curriculum that supports this direction must be conceived with a social transformation perspective. Scholars that support the social transformation role of school curriculum emanates from the conceptualization of schools as societal institutions (Ylimaki, 2012; Ylimaki, Fetman, Matyjasik, Brunderman and Uljens, 2017). Such conceptualization indicates that schools are in continuous interplay with sociocultural factors, and that curriculum must take into account the current state of the society, the peculiarities of “the historical moment in which we live, in which others have lived, and in which our descendants will someday live” (Ylimaki, 2012, p. 307).

The social transformation perspective for curriculum design contradicts the social reproduction perspective as it seeks preparing individuals to transform the existing society and social norms toward ensuring the well-being of populations (Ylimaki, 2012; Ylimaki, Fetman, Matyjasik, Brunderman and Uljens, 2017). In that matter, scholars who explored student leadership affirm that building the leadership capacity of students must envision students to achieve positive social change (Archard, 2011; Cohen et al., 2013; Nathan, 2013; Lavery and Hine, 2013; Traynor et al., 2013; Grunwell, 2015).

The design of such curriculum aligns with a constructivist approach that supports students in constructing their code of ethics, values, and principles. The constructivist approach regards learning as a social phenomenon, which is characterized by shared

inquiry and promotes collective reflection and metacognition in the construction of meaning, knowledge, and skills (Lambert, 2003). Thus, through relying on the concepts of group processing through collective reflection, debate and peer discussions, students' leadership development could be triggered (Zhiyenbayeva et al., 2014; Olson, 2014; Liu, 2014). In that matter, Olson (2014) and Liu (2014) postulate that a student leadership curriculum must account for collective reflections and debates that evolve around moral dilemmas that recall real problem situations rather than hypothetical ones (Olson, 2014; Liu, 2014).

Hidden curriculum of student leadership. In contrast with the explicit curriculum of student leadership taught in classrooms, leadership identity development is greatly influenced by a hidden curriculum that is fore mostly modeled by the classroom climate and culture. According to Karanxha, Agosto and Bellara (2014), the hidden curriculum represents the conscious and unconscious, intentional, or unintentional socialization of students through the norms and values promoted in the curriculum, at the school level and in classroom life. In that matter, the researcher argues that the teacher's management of the classroom environment plays a major role in the process of student leadership development as it can create a supportive and conducive culture for leadership development (Grunwell, 2015; Alexander, 2014; Phan, 2010). This culture must evolve around inclusiveness, collaboration, and empowerment (Grunwell, 2015). In fact, such culture engenders students' trust in the teacher and in one another and thus, enhances students' ability to accept and absorb constructive feedback to improve their leadership abilities (Grunwell, 2015). Additionally, this conducive classroom culture supports students' efforts to learn from their mistakes and thus develop their critical thinking and

self-regulatory strategies (Phan, 2010). Most importantly, it generates intrinsic motivation within students to engage actively in the leadership learning experience (Lambert, 2003). This positive contribution of a hidden curriculum requires inclusive educators driven by a desire to instill social justice through honoring diversity in all its aspects (Landorf and Nevin, 2007) and educators who are ready to enact as leadership coaches and mentors (Traynor et al., 2013; Lavery and Hine, 2013).

Sociocultural Influences

Sociocultural factors can foster or hinder the development of a student's leadership identity at the pre-university level. In fact, Leithwood et al. (2010) found that a great account of students' school achievement is dependent on family-related factors, among which there are unalterable variables over which schools have no influence. Student leadership being also one form of learning (Lambert, 2003), one can claim that there are myriad external factors that can hinder or foster the development of students' leadership identity. In fact, "leadership development does not happen in a vacuum" (Dial, 2006, p. 10) and learners do not come to school as "empty vessels" (Lambert, 2003, p. 59); rather, they bring along a complex combination of race, family backgrounds, beliefs, economic status, knowledge, and experiences.

These assertions put upfront that leadership development is a socially constructed notion (Lambert, 2003; Komives et al., 2005; McNae, 2011) and that leadership learning is subject to enculturation which refers to the unconscious process of acquiring cultural dispositions through interactions within a cultural community (Klein, 2012). Moreover, as leadership development has been recognized as a learning experience about one's self

(Lambert, 2003; Kouzes and Posner, 2011; Odom, Boyd and Williams, 2012; Bowman, 2013), Lambert (2003) asserts that a successful student leadership capacity building requires enabling students to incorporate their experiences into the learning and attempt to understand how their ethnicity, culture or economic status affect them. The surveyed empirical studies have highlighted different sociocultural factors that can potentially influence the individual's growth into a leader. These mostly relate to families' parenting style, gender, and social perception of leadership.

Families' parenting style. Avolio, Rotundo and Walumbwa (2009) studied the link between parenting style and rule breaking behavior and the occupation of leadership roles at future life stages. They asserted that parental practices shape early individual leadership development; interestingly, an 'authoritative parenting style' has proved to have positive impact on future emergence in leadership roles. Besides, Avolio, Rotundo and Walumbwa (2009) found that rule breaking and rebellious behaviors among children impact positively the individual's leadership development if parents help their children derive lessons from the rules they ended up breaking.

Gender influence. Gender has been a recurrent theme in the studies that addressed leadership development (Dial, 2006; Archard, 2011; McNae, 2011, Al-Borni, 2015). Al-Borni (2015) studied the influence of gender on gifted seventh graders' leadership behaviors within a Jordanian School network; they concluded that there is no significant correlation between gender and leadership behavior and explained that characteristics of both sexes at early adolescence ages are similar. In contrast, in their literature reviews, Dial (2006) and McNae (2011) referred to Kezar and Moriarty's (2000) study with 10000 university students which revealed that men tended to rate themselves higher in terms of

leadership ability compared to women; and hence, advanced that leadership have been equated with masculinity. McNae (2011) discusses further gender stereotyping of leadership styles, which is legitimized through social structures. She affirms that gender socialization influence the respective roles and behaviors of men and women leaders (McNae, 2011).

Social stereotypes of leadership. Other sociocultural factors can enact as barriers for advancing through leadership pathways by limiting the leadership opportunities and preventing the individuals' demonstration of leadership. These relate essentially to the socially constructed perception of leadership. For instance, McNae (2011) refers to studies by Martinek, Schilling and Hellison (2006), Van Linden and Fertman (1998) and MacGregor (2007) who found that leadership has been associated with physical attractiveness, popularity, or academic ability. Moreover, the researcher argues that the social perception of leadership linking it to intelligence and giftedness seems prevailing in the Arab world as three studies out of five found in Shamaa have included intelligence among the constructs (Alnabhan, 2010; Muammar, 2015; Al-Borni, 2015). Namely, Muammar (2015) explored the relationship between intelligence and leadership potential among Saudi Arabian university students; yet, he found no significant correlation between these constructs. In contrast, Alnabhan's (2010) multilinear results reveal that some components of emotional intelligence can predict leadership for 11th grade high achievers where this was not the case for low achievers.

Researcher's Theoretical Position

This literature review has led the researcher to explore theoretical and empirical literature related to student leadership. Accordingly, the research will attempt in this section to construct from a theoretical perspective a model for student leadership identity development encompassing the identity profile, which a student leader would identify with as well as a description of the different factors, which are conducive to the promotion of this identity. This theoretical perspective is inspired by two conceptual frameworks offered by two groups of scholars: (1) Komives et al.'s (2005) grounded framework for leadership identity development; and (2) Leithwood et al.'s (2010) conception of how school leaders influence student learning.

Komives et al.'s (2005) grounded framework for leadership identity development resulted from a grounded theory study of the developmental experiences of thirteen College Students who demonstrated 'relational leadership'. The students were incited to reflect upon the developmental experiences that assisted them to construct an awareness of themselves in leadership contexts at different ages. Their study found that those experiences have started in the School Years and extended to University. This framework postulates that the phenomenon of leadership identity consists fore mostly a process of personal growth and a discovery of own's leader self. This process is triggered and supported by other developmental and group influences.

Leithwood et al.'s (2010) conception of how school leaders influence student learning identified four leadership influence paths where each path is populated by variables that can potentially affect student learning; each path is associated with a set of leadership practices. The choice of this model seems rational during this study as it enables

the researcher to comprehend and school principals' contribution to the development of student leadership; which consists one axis of this study.

Student Leadership Identity Theoretical Profile

To begin with, as scholars agree that leadership requires learning about one's self (Komives et al., 2005; Whitehead, 2009; Odom et al., 2012; Cohen et al., 2013; Bowman, 2014; Grunwell, 2015). The following Profile will define the constituents of a leader's self. These constituents are 'identity standards' allied with student leadership, which describe essentially a role identity attributes. The concept of 'identity standards' has been explained by Davis (2015) as the set of meanings associated with a given role identity.

The researcher chose to classify the Student Leadership Identity Standards under three categories: (1) metacognitive identity standards; (2) moral and affective identity standards; and (3) social and interpersonal standards. The choice of these categories has been inferred by the very nature of the components of the leader's self extensively described in this literature review. Additionally, the categories are inspired by the taxonomies adopted by educators for classifying learning outcomes; indeed, learning outcomes pertain essentially to the cognitive, moral/affective and social domains (O'Neil, Wainess and Baker, 2005). Most importantly, the researcher believes that such classification of leadership identity standards provides a holistic perspective of a student leader as it covers the different dimensions of the human being. Moreover, since the nature leadership is developmental, progressive and responsive to developmental experiences (Komives et al., 2006; Armstrong and Fukami, 2009; Bowman, 2014), the verbs employed

in stating the Leadership Identity Standards are dynamic rather than assertive and static verbs.

Metacognitive identity standards. These standards are the following:

- A Student Leader develops self-awareness through consciously making sense of self; the student:
 - o Affirms his/her own's strengths and weaknesses, values and beliefs, and preferences for learning and thinking (Whitehead, 2009; Odom, Boyd and Williams, 2012).
 - o Approaches everything he does and interacts with the world around him/her according to that awareness of self (Lambert, 2003; Whitehead, 2009; Cohen et al., 2013).
- A Student Leader is a self-regulated person; accordingly:
 - o Sets reasonable goals, feels responsible for achieving them and hence adapts and invests his/her efforts and abilities to attain them (Zimmerman, 2008; Whitehead, 2009; Bowman, 2014; Fishman, 2014)
 - o Develops motivation and commitment to produce or prevent a desired outcome (Zimmerman, 2008; Avolio, Rotundo and Walumbwa, 2009; Fishman, 2014)
- A Student Leader is a critical thinker; accordingly:
 - o Engages continuously in self-examination and self-reflection on personal experiences and self-perceived capabilities in order to

acquire or develop self-awareness (Walker, 2003; Komives et al., 2006; Phan, 2010; Bowman, 2014; Grunwell, 2015)

- Develops self-judgement strategies and accordingly shapes motivational learning behaviors (Phan, 2010; Phan, 2011; Fishman, 2014).
- Develops confidence and takes responsibility for his/her actions (Komives et al., 2006; Phan, 2010; Bowman, 2014)
- Handles ambiguity; explores a problem, integrates all available information about it in order to make informed choices and solutions and justifies his/her position (Walker, 2003; Phan, 2010)

Moral and affective identity standards. One generic moral and affective standard is presented below:

- A student leader is a social agent and a leader for change who adopts a ‘service’ and a ‘value-based’ approach; accordingly:
 - Demonstrates moral knowledge and affirms personal platform of beliefs and values (Odom, Boyd and Williams, 2012; Cohen et al., 2013; Zhiyenbayeva et al., 2014).
 - Exhibits moral reasoning through adopting and promoting higher human rights and ethics (Archard, 2011; Bowman, 2013; Nathan, 2013; Grunwell, 2015).
 - Adopts a service approach through aiming at helping others and serving them (Nathan, 2013; Lavery and Hine, 2013).

- Develops moral responsibility through committing to a cause and aiming at achieving positive social change (Cohen et al., 2013; Nathan, 2013; Traynor et al., 2013).

Social and interpersonal identity standards. One generic standard is identified:

- A Student Leader possesses “affiliation capabilities” (Nussbaum, 2000) and hence, develops healthy interpersonal relationships; accordingly:
 - Opts for Negotiation to increase interconnectedness and solve problems (Bowman, 2014; Grunwell, 2015)
 - Influences positively and inspires others through modeling beliefs, values, and concern/care for others (Armstrong and Fukami, 2009; Bowman, 2013; Nathan, 2013)
 - Nurtures trust and transparency in relationships with others (Armstrong and Fukami, 2009; Bowman, 2014)
 - Engages, encourages and facilitates the participation of others in leadership development processes (Lavery and Neidhart, 2003; Lavery and Hine, 2013)
 - Participates in promoting the group cognition and self-concept and collective efficacy through collaboration and teamwork (Derry, DuRussel and O’Donnell, 1998; Bandura, 2001; Phan, 2010; Grunwell, 2015).

Theoretical Perspective on Contextual Influences

Furthermore, the researcher shares the belief that students’ growth into leaders is a social construction process that occurs within specific contexts (Komives et al., 2005; Dial,

2006; McNae, 2011; Waldman et al., 2012; Bowman, 2013). Accordingly, the researcher will advance his own platform of convictions on what contributes to the development of students' leadership identity. These will be grouped under the four paths identified in Leithwood et al.'s (2010) model on leadership practices that influence student learning. The choice of this model derives from the researcher's persuasion in Lambert's (2003) assertion that student leadership consists of one form of student learning.

The rational path. This path relates to the technical core of schooling:

- Student leadership programs are school-based opportunities for all students to acquire and develop leadership skills and values namely self-awareness and civic responsibility (McNae, 2011; Nathan, 2013).
- Effective formats of student leadership development programs are those that promote leadership experiential learning (McNae, 2011; Waldman et al., 2012; Lavery and Hine, 2013) and entail a service-approach that engages students in initiatives that envision achieving positive change (Lavery and Hine, 2013).
- A classroom environment that engages all students and promotes values of tolerance and inclusiveness empowers all students so that they feel capable of learning, leading and supporting others (Lambert, 2003; Grunwell, 2015).
- A student leadership curriculum must endorse a constructivist educational approach (Nathan, 2013; Traynor et al., 2013; Grunwell, 2015) that guides the student to explore leadership

concepts and skills and finally internalize them (Anderson and Kim, 2009).

- An effective student leadership curriculum must equip students to fulfill their social transformation leadership role (Ylimaki, 2012; Ylimaki et al., 2017).

The emotional path. It relates to the individual and collective dispositions of school staff:

- Teachers are able to influence their students' growth into leaders cultivating meaningful student-teacher interactions that will result in developing learners' metacognitive abilities, developmental readiness and self-efficacy which are integral to a leadership identity (Waldman et al., 2012; Avolio et al., 2012; Alexander, 2014)
- Student leadership development necessitates passionate and inclusive teachers (Landorf and Nevin, 2007) who enact as coaches and mentors (Archard, 2011; Pederson et al., 2012; Traynor et al., 2013; Lavery and Hine, 2013; Hine and Lavery, 2015).
- Building the leadership of teachers precedes nurturing students' leadership as it empowers teachers to develop instructionally focused strategies and activities that support student leadership learning (Lambert, 2003, 2010; Mangin, 2007; Frost, 2012).

The organizational path. It includes features of the school that frame the relationships and interactions among school members:

- A school's organizational structure that aligns with DuFour and Eaker's (1998) model for professional learning community is conducive to building the leadership capacities of teachers and students.
- Professional learning communities accommodate for distributed leadership (Leithwood et al., 2010; Huggins et al., 2016) and promotes transformational learning (Glickman, 2010) among its members.

The family path. It is associated with school's external environment:

- A successful student leadership development process is one that permits students to comprehend how their socio-cultural background and status influence their growth into leaders (Lambert, 2003).

These four leadership paths flow towards student leadership learning. Nonetheless, they are primarily – with the exception of the family path – governed and modelled by the approach and leadership of the school principal. In that matter, the researcher believes that an empowering leadership approach that is inspired by the transformational leadership style as defined by Firestone and Seashore Louis (1999) and Owens and Valesky (2011) particularly enables school principals to enact as catalysts for student leadership development. Accordingly, the researchers argues that the dimensions of leadership enabling school principals to fulfill their role must promote the following:

- Going beyond overseeing or managing student leadership development programs towards modelling servant leadership (McNae, 2011; Lavery and Hine, 2013; Hine, 2014) and undertaking mentoring responsibilities (Archard, 2011; Pederson et al., 2012).

- Setting the grounds for exercising distributed leadership (Smylie and Hart, 1999; Firestone and Seashore Louis, 1999) through team building, articulating a conducive vision (Firestone and Seashore Louis, 1999) and empowering school staff to take active interest in student leadership (Lavery and Hine, 2013; Hine, 2014).
- Articulating an ‘inclusive’ vision for student leadership (Lavery and Neidhart, 2003) and consequently, shaping the school culture and identity (Lavery and Hine, 2013).

The construction of the researcher’s theoretical perspective on student leaders’ identity profile and context specific factors contributing to the promotion of this identity relies primarily on empirical studies mostly conducted in the United States, Australia and New Zealand as well as theoretical models advanced by western scholars. In contrast, the surveyed studies emerging in the Arab World remain insufficient to claim that Arab students, Lebanese students in particular would identify with the theoretical leadership identity profile. Moreover, the researcher believes that hypothesizing the correlation of intelligence and leadership potential in four out of five studies on student leadership in the Arab world, suggests a specific social perception of leadership within the Arab context (Al Sayyed and Sharif, 2010; Alnabhan, 2010; Al-Borni, 2015; Muammar, 2015). Interestingly, in their study on the role of school management in educating the future generation of leaders in Sudan, Al Sayyed and Sharif (2010) recommend that school principals focus on nurturing leadership among talented students. These facts resonate with Walker’s (2006) claim that leadership is constructed within “a social milieu comprised of multiple, overlapping and constantly shifting contextual factors” (p.1). Such statement aligns with

Dimmock and Walker (2000), Heck and Hallinger (2005) as well as Karami-Akkary (2013) assertion that leadership practices, particularly educational leadership models, are shaped by the socio-cultural context from which they are derived.

Accordingly, this study will answer Karami-Akkary's (2013) advocacy for creating a culturally grounded knowledge base. Guided by the grounded theory design that explores a phenomenon within its field settings (Charmaz, 2011) and following a qualitative methodology, the researcher seeks to construct a model for student leadership identity development that is grounded in the Lebanese context. Once this grounded model is identified and constructed, the conceptual model resulting from the review of theoretical and empirical literature will enable the researcher to frame and discuss his findings at a first stage through identifying the similarities and differences between the theoretical and grounded models in a second stage.

CHAPTER III

METHODOLOGY

Introduction

This study envisions building a comprehensive and grounded understanding of student leadership identity through defining the constituents of a student leader's identity and identifying the factors that contribute to the promotion of this identity. This study follows a qualitative multi-case study design that is rooted in grounded theory methodology, engaging both school principals and secondary students in Lebanese Private Orthodox Schools in providing their perspectives on the above. This chapter will present the research questions and detail the research design through identifying its tools and procedures.

Research Questions

This study aims at answering the following research questions:

- 1) How do school principals and secondary students in Lebanese private Orthodox schools conceive of student leadership?
- 2) How do school principals and secondary students' conceptions of student leadership compare?

- 3) What do school principals and secondary students perceive to be the factors and organizational conditions contributing to the development of the student leadership identity?

Theoretical Background of Research Design

This research employs a qualitative approach that is embedded in grounded theory methodology. It seeks to make sense of student leadership identity in terms of the meanings brought by school principals and secondary students in Lebanese Private Orthodox Schools. Dual expectations are attributed to this research design. On one hand, the methodology must generate credible and exhaustive data for building a conceptual model of student leadership identity; and on the other hand, safeguard an inclusive and social justice mindset for exploring this phenomenon. Accordingly, this section advances below the dimensions of the research that align with these preset directions, including: (1) paradigm choice, (2) perspective choice, (3) methodology choice, and (4) study design.

Paradigm Choice

Qualitative researchers base their actions on a set of beliefs and principles (Denzin and Lincoln, 2011; Levers, 2013). Mills, Bonner and Francis (2006) explain, “to ensure a strong research design, researchers must choose a research paradigm that is congruent with their beliefs about the nature of reality” (p. 2). The researcher’s choice for a knowledge paradigm emanates from the nature of this qualitative research that seeks to make meaning of student leadership identity through the lenses of school principals and secondary students

in Lebanese Private Orthodox Schools. Consequently, an interpretive knowledge paradigm is coherent with this research direction, as it focuses primarily on identifying and narrating the meaning of human experiences (Levers, 2013, p. 3). Within an interpretive framework, the researchers enact as meaning makers who recognize that knowledge production emerges in particular circumstances, in relation with internal and external factors (Heck and Hallinger, 2005; Levers, 2013), and acknowledge that any objective reality can never be captured but through representations (Denzin and Lincoln, 2011; Levers, 2013).

Furthermore, as this study elicits school principals and secondary students' constructed perceptions on student leadership identity, the researcher believes that an interpretive knowledge paradigm must be acquainted with a constructivist approach. Lambert (1995) and Heck and Hallinger (2005) promote *constructivism* in educational leadership studies by affirming that such approach relies on role theory through examining how individuals in a school context create shared understanding about their role and participation in school life. Such claim resonates with scholars' assertion that leadership identity formation is a personal learning experience guiding the individual to construct and internalize a set of role expectations (Komives et al., 2005; Dial, 2006; Waldman et al., 2012; Daniels and Brooker, 2014; Davis, 2015). Most importantly, a constructivist approach recognizes leadership development as a social phenomenon (Lambert, 2003) and a person-centered journey that grants the individual the responsibility of investing own's prior knowledge, experiences and skills (Lambert, 2003; Anderson and Kim, 2009; Grunwell, 2015). These aspects of *constructivism* are integral to qualitative researches who emphasize the socially constructed nature of reality (Denzin and Lincoln, 2011).

Perspective Choice

The choice of a constructivist knowledge paradigm implies the perspective that the researcher must follow while attempting to lay the foundations of a grounded model for student leadership development. In that matter, opting for symbolic interactionism as defined by Blumer (1969) and explicated by Dennis (2011) seems rational due to its quality in picturing the social phenomena through exposing the individuals' perspectives (Dennis, 2011; Karami-Akkary, 2013). It can be argued that symbolic interactionism is a sociological perspective usually used to examine social actors and groups' experience; hence, it might not reflect the personal experience leading the individual to nurture own's leadership identity. Nevertheless, scholars such as Lambert (2003) and Komives et al. (2005) assert that leadership development is at the core a social phenomenon. Further, the choice of symbolic interactionism could be reinforced by looking at the key components of this research perspective, namely the meaning, and the context.

The meaning is the outcome of the individuals or social groups' interpretations of things (Dennis, 2011, p. 350). Students' participation is central as this research attempts to close a gap in empirical literature caused by the dominance of *outside-in* views of student leadership (Dempster and Lizzio, 2007). Indeed, the researcher shares Leithwood and Jantzi's (1996) conviction that the optimal way for portraying leadership comprises exploring the perceptions of those people involved in it. Therefore, the researcher supports that a perspective based on symbolic interactionism seeks to understand human behavior from the insider's perceptions. Research perspectives based on symbolic interactionism share a conceptualization of *meaning*, which can be captured by Kowalski's (2009)

statement that, “what people believe to be true is more important than any objective reality” (p. 357).

The context is the environment in which interactions are occurring (Dennis, 2011, p. 352). This research envisions exploring student leadership identity within the Lebanese Private Orthodox Schools’ field. The researcher’s consideration of the context will be further explicated when describing the study design and methodology.

Methodology Choice

This qualitative research employs a grounded theory design that emphasizes studying processes within their field settings and engages the researcher in simultaneous data collection and analysis while adopting iterative, interactive, inductive, and comparative methods (Charmaz, 2011). Grounded theory first introduced by Glaser and Strauss (1967) indicates both the method and the product, which consist of a theory emerging from successive conceptual analysis of data (Charmaz, 2011). This research’s knowledge paradigm and perspective are best preserved in grounded theory. Grounded theory guarantees constructivism through providing tools for constructing new understandings relevant to the studied phenomenon (Charmaz, 2011) and preserves the pillars of symbolic interactionism, i.e. meanings and context, through its interactive essence that guides the researcher to analyze data critically and constantly interact with participants and findings. Moreover, the researcher advances the below three qualities of grounded researcher that make it suitable for this study.

Grounded theory as a rigorous approach for theory generation. Grounded theory allows the researcher to construct a holistic perception of student leadership identity in Lebanese private Orthodox schools through channeling data into different levels of

analysis enabling the researcher to comprehend every fragment of empirical data. According to Charmaz (2011), grounded theory begins with an inductive approach to inquiry; then, it prompts the researcher examine and interact with findings by moving through comparative levels of analyses (p. 361). These analyses are facilitated by coding data; these codes allow the researcher to extract categories and eventually define concepts (Charmaz, 2011; Goldkuhl and Cronholm, 2010). Codes and categories will be subject to rigorous testing; in fact, grounded theory is at the core an iterative process that will guide the research in each step to interact with participants, data, codes and categories by asking analytic questions that will raise “the abstract level of each analysis and intensify its power” (Charmaz, 2011, p. 361).

Grounded theory as a method that considers culture an essential construct.

This study envisions generating a model for student leadership identity that fits the Arab world and the Lebanese context. Thus, the choice of a grounded theory design is mandatory as takes into consideration the context and culture of the study (Goldkuhl and Cronholm, 2010; Charmaz, 2011). In fact, the researcher has found five studies on student leadership in Shamaa, the Arab Educational Information Network addressing either university students or adolescents at school age (Alnabhan, 2010; Sayyed and Sharif, 2015; Muammar, 2015; Al-Borni, 2015; Al-Thehabee, 2016). However, these studies have not advanced any model for student leadership identity development nor presented a comprehensive profile for student leaders. In contrast, an examination of western scholars’ works has allowed the researcher to construct his theoretical understanding of student leadership identity. The theoretical model for student leadership identity was presented previously in the second chapter of this thesis.

The researchers' choice for a grounded theory design appeals to scholars' call for questioning the portability of educational leadership models across cultures; these scholars assert that leadership practices are foremostly modeled by the socio-cultural contexts in which they take place (Dimmock and Walker, 2000; Heck and Hallinger, 2005; Karami-Akkary, 2013). Grounded theory includes culture as a construct through emphasizing empirical scrutiny and analytic precision and hence, "creating nuanced analyses of how social and economic conditions work into explicit theory construction" (Charmaz, 2011, p. 360). Goldkuhl and Cronholm (2010) explain further how grounded theory entails working critically with data and emergent categories through in-depth examination of the social phenomenon and its context before attaining to theory generation.

Grounded theory as a design for guaranteeing a social justice approach. This study originates from the researcher's advocacy for a renewed definition of student leadership through challenging the status-quo and reconsidering essential questions on who can lead and how to grow as a leader. Through his review of literature, the researcher claims that the eminent perception of student leadership has been associated with giftedness and high achievement (Muammar, 2015; Al-Borni, 2015) or limited to student leaders who have been elected to take part in councils, committees, or projects capacities (Archard, 2011; Pederson et al., 2011; Hine, 2014). Nevertheless, the researcher supports the stance shared by many scholars, claiming that the individual's growth into a leader is a developmental process and a personal learning experience (Komives et al., 2006; Whitehead, 2009; Odom, Boyd and Williams, 2012; Cohen et al., 2013; Bowman, 2014; Grunwell, 2015). The researcher's advocacy entails promoting "inclusive student leadership" (Lavery and Neidhart, 2003, p. 7) whereby each student possesses a legitimate

right to explore and nurture own's leadership identity. Consequently, this study qualifies as a social justice inquiry defined by Charmaz (2011) as "a study that attends to inequities and equality, barriers and access, poverty and privilege, individual rights and collective good and their implication for suffering" (p. 359). In that matter, Charmaz (2011) asserts that qualitative researchers can employ grounded theory to advance social justice inquiry due to its analytical quality of enabling the researcher to examine established concepts afresh, to explicate participants' implicit meanings and actions and to reveal the links between the individuals' experiences and social structures, culture and social/organizational practices. Accordingly, this social justice inquiry is essentially maintained through both the study tools and the approach for data analysis. The choice was made for focus group interviews in order to grant students voice, and picture their constructed understandings of the dimensions of student leadership identity. Besides, the data analysis procedures will guide the researcher to depict the underpinning organizational conditions or socio-cultural factors that has shaped the participants' understandings of who can lead and how to grow into a leader.

Study Design

This study employs an interpretive multi-case study design, which allows the researcher to investigate multiple cases occurring within different contexts and accordingly to identify the similarities and differences between them (Pickup, 2017). Multi-case designs facilitate insight and understanding of a particular phenomenon (Pickup, 2017) and ensure holistic examination of cases within their real-life contexts (Rule and Mitchell John, 2015). Stake (2006) argues, "multi-case studies are usually studies of particularization more than

generalization” (as cited in Rule and Mitchell John, 2015, p. 3). Nonetheless, according to Yin (2009) and Taylor (2013), the use of this design can reveal common features of a phenomenon that persevere across different contexts; thus, multi-case study could be a useful approach not only for understanding vague or underexplored concepts, but also for facilitating generalization.

Study Site

The multi-case study design aims at in-depth examination of a phenomenon within real-life contexts. The researcher chooses to address Lebanese Orthodox schools in his quest of developing a grounded model for student leadership identity development. This choice has been made based on the historical legacy that these church affiliated schools hold. The establishment of Orthodox schools in Lebanon began in the nineteenth century (Kilbourne, 1952; Abouchedid, Nasser and Van Blommestein, 2002). Orthodox schools currently educate around 12000 students within 13 schools distributed across Lebanon (Center for Educational Research and Development, 2013). The researcher does not claim that the Orthodox identity of these schools infers developing the leadership potential of their students; nevertheless, assessing the influence of this Orthodox identity on both principals and students’ perceptions will be considered in the course data analysis.

Moreover, the selection of cases employed a maximum variation sampling approach, which according to Suri (2011) guarantees a holistic understanding of a phenomenon through identifying “essential features and variable features of a phenomenon as experienced by diverse stakeholders among varied contexts” (p. 67). In other words, employing a maximum-variation-sampling will enable the researcher to identify how

contextual peculiarities can potentially foster or hinder the promotion of student leadership identity. Moreover, as multi-case studies hold a collective and comparative design where the focus is both within and across cases (Pickup, 2017); the researcher selected the schools through looking at the below criteria that would guarantee having both, common aspects among cases in addition to school-specific dimensions.

Coherent student population. As Orthodox schools have originated in Lebanon by local churches with the vision of educating local citizens (Skaff, 2001), the population of students attending each of the selected school resembles its geographic and demographic context.

Broad grade configuration. The choice has been made for K-12 schools. In fact, Ready and Lee (2007) confirm that schools' grade configuration influence the social and academic characteristics of schools. Particularly, in K-12 schools, more opportunities are offered for older student to enact as role models for younger peers (Lavery and Neidhart, 2007; Ready and Lee, 2007); besides, with broader grade spans, pedagogical expectations can be better linked to students' developmental stages (Ready and Lee, 2007).

Rich student life. Leadership development is triggered in schools where students get to engage in school wide service projects (Archard, 2011; Lavery and Hine, 2013; Nathan, 2013; Hine, 2014), participate in committees and councils (Lambert, 2003; Lavery and Hine, 2013; Hine, 2014) or take part in extra-curricular activities (Lambert, 2003; Anderson and Kim, 2009). Hence, the researcher selected schools that provide such opportunities to their students.

Different geographical locations. In educational leadership research, the meanings are not only influenced by organizational conditions, but also by other socio-cultural

conditions that are relevant to the school's local and peculiar context (Bottery, 2006; Dimmock and Walker, 2000). Accordingly, the choice was for three schools located respectively in a city, town and village.

Different school size. Flores and Chu (2011) advance studies explaining that small schools are better qualified for developing personal relationships with students. Nevertheless, Flores and Chu (2011) and Ready and Lee (2007) state that social or structural consequences of the school size on student achievement and school life would be strongest when they directly influence the daily teaching and learning core of schooling. Therefore, the researcher selected schools with different sizes in an attempt to identify whether the school size could be a construct influencing the study participants' conceptions of student leadership.

Profile of school principal. Principals enact as catalysts for student leadership development (Hine, 2014; Lavery and Hine, 2013; McNae, 2011). Hence, an essential criterion upon which the selection of cases was made is the profile of the school principal. The school principal's gender, years of experience and contract type will be considered. Further elaboration of these features will be presented when introducing the participants.

In order to select the cases, the researcher consulted the Lebanese Orthodox schools' websites or web blogs as well as conducting site visits, which included essentially informal encounters with the school principals or heads of secondary divisions. Accordingly, through eliminating cases that do not fit the aforementioned criteria, the researcher selected three cases attributing to each the name of an Orthodox saint. A description of each selected case is presented below.

- **Saint Basil School** is large school situated in a city. It has been established in 1979 and currently educates 1350 students coming from the school's neighboring communities. The school envisions fulfilling an educational and social role within its community through promoting intellectual, cultural and social blending as well as seeking a holistic education for its students. Secondary students at Saint Basil school actively engage in a youth stewardship program that has been adopted at school since 2002; additionally, they participate in school wide social activities and cultural programs.
- **Saint John School** is a medium-sized school located in a town. It was established in 1940 with the vision of offering academic, social and spiritual education to children living within its neighborhood. The school is situated right among the village's houses and currently educates 570 students. Saint John school's students engage from early ages in artistic and musical activities in addition sports clubs. Particularly, secondary students participate in planning and administering few school wide events and activities.
- **Saint Gregory School** is a large school located in a village. It was established in 1984 and currently receives 2030 students from all over the north of Lebanon. The school is well-renowned among its community for the high academic achievements of students. Weekly sessions of arts, sports, music and drama are scheduled for secondary students in addition to monthly gatherings evolving on cultural, spiritual and social topics.

Selection of Participants and Population Characteristics

This study involves two categories of participants within the selected cases: school principals and secondary students. Three criteria related to principals were taken into account while selecting the schools. Full time/tenured principals will be considered for the study because “they have made a commitment both to the profession and to the school” (Harb, 2014, p. 44). Additionally, a minimum of a four-year-experience will be required. Such expertise enables the principal to acquire deep insight into the school’s teaching and learning technical core and most importantly, to develop a set of beliefs related to the profile of students, which the school aims at nurturing. Besides, the research will ensure the representation of both genders among the selected principals; in that context, Harb (2014) refers to scholarly literature to note that variations in leadership views and practices could be detected across genders. A brief background for the principal of each selected school is presented below:

- The principal of St. Basil is a woman, who has been leading the school for the past five years. She first started her career at St. Basil School as a math teacher, and then she became a coordinator for curricular departments before being appointed as a school principal.
- The principal of St. John is a clergyman, who has been leading the school for the past ten years. The principal remains also an Arabic teacher in the secondary division.
- The principal of St. Gregory School is the architect who supervised the process of building the school and led the school since its opening in 1984. Along with his role as a principal and civics teacher for secondary students, the principal is also a deputy in the Lebanese parliament.

In parallel, a group of eight secondary students was selected accordingly to a maximum-variation sampling approach, in each of the designated schools. The selection was made of grade 11 pool of students as this grade level is the middle year of the three-year-secondary division cycle, also recognized as the high school. Sternberg and Williams (2010) speculate that high school students have attained advanced developmental stages on the personal, moral, emotional, cognitive levels. Additionally, they typically demonstrate high levels of engagement and motivation in school's youth programs. Most importantly, this age level is critical for identity development (Nathan, 2013). Such claims infer that examining student leadership identity could be best sensed at this age level. Bento and Ribeiro's (2010) assertion accentuates this statement, "students of secondary education have an opportunity to develop diverse sustainable leadership abilities during their schooling" (p. 66). Moreover, opting for a random selection of secondary students consists itself a purposeful action as it permits a wider range of perspectives that represent students' different cultural backgrounds. Further, the researcher supports Patten's (2002) claim, "for many audiences, random sampling, even of small samples, will substantially increase the credibility of the results" (p. 71). Purposeful random sampling avoids the selection of students who were judged by their teachers or administrators as possessing leadership personalities; hence, this sampling aligns with the researcher's social justice perspective of student leadership, which speculates that each student has the right and is capable to grow into a leader in specific contexts.

Data Collection Procedures

Qualitative inquiry situates the researcher in the empirical world, engaging him in the quest of capturing and investigating the social actors' perspectives through detailed interviewing and observation (Denzin and Lincoln, 2011). The researcher employed differentiated data collection instruments that facilitate most the narration of principals and secondary students' representations of this phenomenon. Individual interviews were scheduled with school principals, while focus groups were administered for each school's random sample of secondary students. Individual interviews and focus groups emphasize this study's constructivist paradigm and symbolic interactionism perspective as they treat every individual as an "information-rich case" from which you can learn a great deal about any issue related to the purpose of inquiry (Patton, 2002, p. 230).

Individual interviews with school principals. The interviews with the school principals adopted a semi-structured format along with open-ended questions. In fact, according to Perakyla and Ruusuvuori (2011), interviews consist of opportunities for the researcher "to reach areas of reality that would otherwise remain inaccessible such as people's subjective experiences and attitudes" (p. 539). Besides, the power of interviews resides in the fact that they consist of "specimens of interaction and reasoning practices rather than as representations of facts or ideas outside the interview situation" (Perakyla and Ruusuvuori, 2011, p. 534). Following each individual interview, data was transcribed and analyzed. Data was then provided to the participant to inquire further feedback and for member checking.

Focus Groups with secondary students. A random sample of secondary students in each selected school engaged in a focus group on student leadership identity. The choice of focus groups fits the qualitative and interpretive paradigm of this study; it holds great

importance on two levels. On one hand, focus groups, being essentially collective conversations or group interviews, have the quality of unfolding the interaction and social relations among participants, especially that they consist of opportunities for turns of talks (Perakyla and Ruusuvuori, 2011; Kamberelis and Dimitriadis, 2011). This quality aligns with this research perspective relying on symbolic interactionism. Further, according to Perakyla and Ruusuvuori (2011), these talks create and maintain intersubjective reality and understanding; “when producing a turn of talk that is hearable as an answer, the speaker also shows that he or she understood the preceding turn as a question” (p. 535). On the other hand, the choice of focus groups guarantees the democratic and dialogic validity of the research design; the former being concerned with the participation of the various stakeholders, while the latter, defines the extent of promoting extensive dialogue and collaboration (Gall, Gall and Borg, 2014). In fact, in focus groups, students were not only be able to express their views regarding the studied phenomenon, but also to interact with each other and eventually achieve a common understanding or identify the contrasts between the different views. Hence, the researcher envisioned triggering participants to reflect and comment on other participants’ opinions in order to detect potential nuances. In that context, the choice of focus group seems coherent with the grounded theory’s quality of pursuing social justice inquiry (Charmaz, 2011). This social justice quality of focus groups is accentuated by Kamberelis and Dimitriadis (2011) affirmation, “focus groups function to decenter the role of the researcher; they facilitate the democratization of the research process, allowing participants more ownership over it, and promoting more dialogic interactions and the joint construction of more poly-vocal texts” (p. 549).

Data Analysis

This research adopted a qualitative analysis approach for understanding school principals and secondary students' constructed meanings of student leadership identity. This section will begin by a thorough description of the interpretive practices that will guide the researcher to picture the grounded model of student leadership identity.

Researcher's interpretive practices

Interpretive practices describe the actions characterized by their empirical purview, leading the researcher to explore both the hows and whats of a social reality (Holstein and Gubrium, 2011, p. 342). These interpretive practices are implied by the grounded theory data analysis procedures and have a three-fold aim: (1) identify the perceptions of school principals and secondary students of student leadership, (2) build a grounded student leadership profile through comparing school principals' conceptions of student leadership with those of secondary students and (3) identify the factors and organizational conditions that contribute to the promotion of student leadership identity.

To begin, each encounter with the school principals and students was transcribed for proceeding in the first inductive analysis. Goldkuhl and Cronholm (2010) and Charmaz (2011) emphasize that this first analysis must be accomplished with an open-minded attitude, free from potential preconceptions of the researcher to "let the data speak" (Goldkuhl and Cronholm, 2010, p. 194). Accordingly, the researcher opted for a coding frame, as this method enables him to capture the overall meaning of the narratives as well

as the particular issues brought by participants (Charmaz, 2011; Gall et al., 2014). Hence, empirical data was fragmented into codes; then, through employing the constant comparative method, codes were compared for the principal and student participants in each school, and then compared for each category of participants (principals and students) across cases in order to abstract categories. This process derives from the interpretational analysis' nature of grounded theory that "leads researchers to go back and forth between analysis and data collection because each informs and advances the other" (Charmaz, 2011, p. 361).

Consequently, the emerging categories were plugged into different combined profiles. As this study seeks to reconcile the perceptions of school principals and secondary students on student leadership, all characteristics of student leaders perceived by principal participants were gathered in one combined profile for student leadership. A similar combined profile was constructed to reflect the perceptions of the student participants. Due to the restricted number of cases, all concepts brought by participants were included within their respective model.

As for the themes that reflect the principals and students' perceptions of organizational conditions and factors influencing student leadership development, they were combined for each case. In fact, comparing principals' perceptions of factors and organizational conditions for promoting student leadership identity with those of students does not fall within the scope of the study. Hence, the emerging themes were combined for each case separately.

A final analysis was conducted to compare the combined profiles with the theoretical model constructed for this study, in order to generate a grounded profile that

reflects participants' understanding of student leadership within the context of Lebanese Private Orthodox Schools.

Quality Criteria

Controlling the quality of empirical data infers guaranteeing the validity of the emerging theory. Accordingly, the following subsections will present the quality criteria upon which the researcher will build his grounded model for student leadership identity; these criteria relate essentially to the validity and reliability of data. The description of these criteria will be followed by a presentation of the limitations of the study.

Validity of Data

According to Lincoln, Lynham and Guba (2011), controlling the validity of data cannot be dismissed because it relates essentially to the authenticity of the study, hence, the extent to which findings are trustworthy and rigorous. These scholars assert that securing the validity of empirical findings is the only pathway towards guaranteeing the constructivist approach of inquiry. In the following paragraphs, the researcher will present the following validity components: (1) theoretical validity, (2) empirical validity and (3) internal validity.

Theoretical validity. Goldkuhl and Cronholm (2010) refer to theoretical validity to assess whether the emerging theory is in accordance with other theoretical abstractions. Scholars agree on the inductive approach of grounded theory in data collection and analysis (Charmaz, 2011; Goldkuhl and Cronholm, 2010). Nonetheless, during this research, the researcher proceeded with data collection following an extensive review of literature on all

dimensions of student leadership. The researcher performed the data collection and analysis with an open-minded attitude enabling data to guide the process of theory formation; nevertheless, the researcher shares the conviction of Goldkuhl and Cronholm (2010) that, “in certain stages of the process of theory development, the use of preexisting theories might give inspiration and perhaps also challenge some of the abstractions made” (p. 188). Comparing the developing analyses with literature facilitated the organization of categories, triggered the refinement of concepts through challenging the properties of categories (Charmaz, 2011), and promoted theory condensation (Goldkuhl and Cronholm, 2010). Most importantly, relating to extant literature situates the study within the existing knowledge base.

Empirical Validity. A distinctive quality of grounded theory indicates that building theory from data secures grounding theory in empirical data (Goldkuhl and Cronholm, 2010). This empirical grounding is ensured by the process of theoretical sampling, which consists of informed and purposeful acts of data collection guiding the researcher to deepen his understanding of empirical findings (Charmaz, 2011). Goldkuhl and Cronholm (2010) emphasize, “theoretical sampling provides an opportunity not only to enrich categories but also to triangulate to validate or to achieve an improved and deepened understanding of earlier utterances” (p. 190).

In addition to that, linguistic precision is essential for securing the empirical validity of theory (Goldkuhl and Cronholm, 2010; Altheide and Johnson, 2011). This dimension relates to the language/text employed to frame cultural categories and participants’ views of the world (Altheide and Johnson, 2011). Linguistic precision infers having an adequate correspondence between the category and its wording; it has been

ensured through member checking of the emerging themes and categories by the concerned participants.

Internal validity. Internal validity defines how research findings match reality (Merriam, 1998). Merriam (1998) advances different strategies for enhancing the internal validity of data, among which is triangulation. Triangulation refers to process of collecting data from different sources to secure an in-depth understanding of any phenomenon (Merriam, 1998; Charmaz, 2011). As objective reality cannot be fully captured, Charmaz (2011) argues that triangulation cannot be a strategy for validation, but an alternative to validation. Nonetheless, the researcher chose to triangulate his empirical findings through conducting an additional round of interviews with each school principal in addition to one focus group with each group of students; these were aimed at member checking.

Another strategy for securing the internal validity is minimizing the researcher's biases (Merriam, 1998). Similarly, Goldkuhl and Cronholm (2010) recommend a grounded theory process that is open-minded and free from prejudiced category development. In that matter, the researcher has built his assumptions on the research topic through advancing his theoretical model for student leadership identity; nevertheless, this model was held provisionally for the later stages of data analysis in an attempt to secure the authenticity and truthfulness of empirical findings. Thus, the researcher entered the empirical world seeking a comprehensive understanding of the reality, by enabling the emerging data to speak and construct a holistic picture of each case (Goldkuhl and Cronholm, 2010).

Reliability

According to Merriam, “reliability refers to the extent to which research findings can be replicated (p. 205). Scholars have questioned the capability of case study designs in generating theory that is generative (Stake, 2006; Rule and John Mitchell, 2015). Nonetheless, Stake (2006) asserts that the emerging theories during case study designs might become unreliable when the commitment of researcher to generalize the theory overshadows his attention towards understanding holistically each case. Consequently, the researcher accommodated for this quality criteria through attempting to describe the different field settings in which the studied phenomenon takes place. In fact, the researcher shares the conviction of Rule and Mitchell John (2015) that multi-case studies can potentially provide a greater scope for generalization through identifying if the same phenomenon is evident in many different contexts.

Limitations of the Study

An essential limitation, which needs to be considered, resides in the design of the study. In fact, Stake (2006) mentions the dilemma, which researchers employing multi-case studies will face, that is “balancing attention to the complexity and particularity of individual cases and the generality and generative potential of the whole” (as cited in Rule and Mitchell John, 2015, p. 3). Gerring (2007) has also criticized case study research by affirming its lack of methodological transparency (as cited in Rule and Mitchell John, 2015). In that matter, the researcher ensured to describe thoroughly the methods of data collection and analysis to secure the validity and reliability of the emerging theory.

CHAPTER IV

RESEARCH FINDINGS

This study aimed at exploring the conceptions of principals and students in Lebanese Private Orthodox Schools on the subject of student leadership identity. It has a three-fold purpose: (1) identify the perceptions of school principals and secondary students of student leadership, (2) build a grounded student leadership profile through comparing school principals' conceptions of student leadership with those of secondary students and (3) identify the factors and organizational conditions that contribute to the promotion of student leadership identity.

This chapter reports the findings of the study under five sections. The first includes an overview of all the results presented in two separate tables identifying the frequency of responses of each group of participants (principals and students) across the selected cases. The second presents an accumulated profile of leadership and student leadership characteristics as suggested by the principal participants; the third entails the profile

generated by students' conceptions. The fourth reports comparisons between the conceptions of principals and those of students and accordingly exposes the emerging differences; this section ends by suggesting a grounded profile for student leadership identity capturing the perspective of both principals and students in Lebanese Private Orthodox schools. The fifth section presents the factors and organizational conditions that contribute to the promotion of student leadership identity as identified by principals and students in each of the selected study sites.

Overview of Findings: Principals and Students' Responses

This study employs a multi-case design to identify the conceptions of principals and students of student leadership in three Lebanese Private Orthodox Schools. Participants were asked about their conceptions of leadership, student leadership as well as the factors and organizational conditions contributing to building the leadership capacity of students. Data have been collected through semi-structured individual interviews with school principals as well as focus group interviews with eight students in each of the selected cases. The process of data analysis consisted of different layers of analysis. The participants' responses were first coded to generate concepts, and hence, major themes and sub-themes were extracted. Then, through employing the constant comparative method, the themes and sub-themes were compared within each category of participants and across cases to identify the themes and sub-themes repeatedly reported by principals and students. This process led to building accumulated profile encompassing the characteristics of leadership and student leadership presented in Table 4.1 as well as an accumulated profile for factors and organizational conditions that promote student leadership development

presented in Table 4.2. The frequency of each theme and sub-theme was recorded to reflect the number of participants that mentioned each theme or sub-theme in their responses.

Table 4.1

Frequency of Responses of Principals and Students on Conceptions of Leadership and Student Leadership

	Principals				Students			
	St. Gregory School	St. Basil School	St. John School	Total N=3	St. Gregory School N=8	St. Basil School N=8	St. John School N=8	Total N=24
Conception of Leadership								
Leadership in Underdeveloped societies								
Autocratic	-	-	-	0	2	-	-	2
Relies on power and wealth	-	-	-	0	2	-	-	2
Lacks a vision for change	-	-	-	0	4	-	-	4
Leadership in Developed societies								
Friendly	-	-	-	0	1	-	-	1
Leaders speak on behalf of people	-	-	-	0	1	-	-	1
Equal chances to become leaders are provided for all	-	-	-	0	1	-	-	1
A leader possesses special personality traits:								
Is cultured and educated	-	-	-	0	2	-	-	2
Is wise and smart	✓	✓		2	1	4	2	7
Charismatic	-	-	-	0	1	4		5
Commits to developing own's leadership capacity		✓	✓	2	2	6	1	9
Adopts a moral system:								
<i>Humble</i>	✓			1	-	1	-	1
<i>Tolerant</i>	-	-	-	0	-	-	1	1
<i>patient</i>	-	-	-	0	1	4	-	5
<i>ethical</i>	-	-	-	0	1	1	1	3
<i>Responsible</i>	-	-	-	0	3	-	2	5
<i>independent</i>	-	-	-	0	3	-	-	3

	Principals				Students			
	St. Gregory School	St. Basil School	St. John School	Total N=3	St. Gregory School N=8	St. Basil School N=8	St. John School N=8	Total N=24
A Leader influences others' positions and behaviors								
Convinces and guides his followers	✓		✓	2	4	4	3	11
Safeguards communication and dialogue among group members	-	-	-	0	-	3	3	6
Enacts as a role model	✓	-	-	1	-	2	-	2
Adopts a collaborative approach	✓	✓	-	2	-	-	-	0
Conception of Student Leadership								
A student leader demonstrates special personal qualities								
Has diverse non-academic intelligence	✓	✓	✓	3	-	-	-	0
Leads by example	-	✓		1	-	4	-	4
Possesses a confident and strong personality	✓	✓	✓	3	2	-	3	5
Is ethical and models a moral system	✓	✓	✓	3	4	6	8	18
<i>Follow the teachings of the Gospel</i>	-	✓	✓	2	-	-	-	0
<i>Reflects responsibility and citizenship</i>	-		✓	1	-	-	-	0
<i>Tolerates and accepts others</i>	✓	✓	-	2	1	2	4	7
<i>Inspires mutual trust and respect</i>	✓	✓	-	2	1	1	-	2
<i>Nurtures love and forgiveness</i>	✓	-	-	1	-	-	-	0
<i>Is polite</i>	-	-	✓	1	-	-	-	0
<i>Is genuinely caring and empathetic</i>	-	-	✓	1	-	3	-	3
<i>Adopts a humble attitude</i>	✓	-	-	1	1	-	4	5
<i>is patient</i>	-	-	-	0	1	3	-	4
Is liked by others	-	-	-	0	2	2	1	5

	Principals				Students			
	St. Gregory School	St. Basil School	St. John School	Total N=3	St. Gregory School N=8	St. Basil School N=8	St. John School N=8	Total N=24
Demonstrates ability for self-regulation	-	-	-	0	7	3	5	15
A student leader is a peacemaker and a community builder								
Contributes to a healthy and cohesive school environment.	✓	-	-	1	1	7	1	9
Solves conflicts in a rational, peaceful and persuasive approach.	✓	✓	-	2	4	3	7	14
Serves as a 'liaison' between peers and school administration)	✓	✓	✓	3	5	3	3	11
A student leader plays an active role in school and community								
Engages actively in his community's local clubs, NGOs, ministries and projects.	✓	✓	-	2	3	-	1	4
Proposes projects and initiatives that enrich students' school life	✓	✓	✓	3	-	3	-	3

Note. *Frequency of responses of principals and students on conceptions of leadership and student leadership*

Table 4.2

Frequency of Responses of Principals and Students on Factors and Organizational Conditions influencing Student Leadership Development

Principals				Students			
St. Gregory School	St. Basil School	St. John School	Total N=3	St. Gregory School N=8	St. Basil School N=8	St. John School N=8	Total N=24

Factors and Organizational Conditions influencing Student Leadership Development

Orthodox Identity of School

Respect for the uniqueness of each student	✓	-	-	1	-	-	-	0
Moral code of conduct that promotes love and service	-	✓	✓	2	-	-	-	0

A School Vision supporting Student Leadership Development

Equipping students to induce positive change in society	-	✓	-	1	-	-	-	0
Serving children as a goal for school members	-	✓	-	1	-	-	-	0
Reflecting the teachings of the Gospel	-	-	✓	1	-	-	-	0
Transmitting school ethos and values to students	✓	-	-	1	-	-	-	0
The school environment being collegial and caring	-	✓	✓	2	-	-	-	0
Empowering and developing students' personalities and talents	-	✓	✓	2	4	3	7	14
School members modelling leadership and supporting students	-	✓	✓	2	1		2	3

Principals				Students			
St. Gregory School	St. Basil School	St. John School	Total N=3	St. Gregory School N=8	St. Basil School N=8	St. John School N=8	Total N=24

Principal's Influence

Enacts a vision for empowering students

Ensures teachers feel respected and valued in the workplace.	✓	-	-	1	-	-	-	0
Channels students' negative attitude into positive leadership	-	-	✓	1	-	-	-	0
Sets the directions to teachers and administrators to empower students	-	✓	✓	2	-	1	-	1
Enacts as a role model	✓	✓	-	2	-	-	3	3
Follows approach that supports students' voice								
<i>Receives and discusses students' opinions, concerns and proposals</i>	✓	✓	✓	3	6	4	1	11
<i>Guarantees channels of communication between students and school administration</i>	-	-	✓	1	4	1	-	5
<i>Demonstrates a caring and attentive approach towards students.</i>	-	-	✓	1	4	4	3	11
Builds leadership capacity of oneself, team members and teachers	✓	✓	✓	3	-	-	-	0
Hires personnel for supporting students	-	-	-	0	2	-	-	2

	Principals				Students			
	St. Gregory School	St. Basil School	St. John School	Total N=3	St. Gregory School N=8	St. Basil School N=8	St. John School N=8	Total N=24
Considers the students' contexts when implementation of school rules	-	-	-	0	-	-	7	7
Engages parents in supporting the school's direction of nurturing leadership among students	-	✓	-	1	-	-	-	0
Provides students with opportunities to develop their leadership potential.								
Grants students school-wide responsibilities	-	-	✓	1	6	-	-	6
Develops and offers activities and programs that develop student leadership	-	✓	✓	2	-	5	2	7
Teachers' Influence								
Engage in personal and professional development opportunities to build their capacity to enact student leadership.								
Engage in professional development opportunities	✓	-	-	1	-	-	-	0
Collaborate among each other to guarantee their professional growth	✓	-	-	1	-	-	-	0
Enact a platform of values and principles that support student leadership development.								
Exemplify love in daily acts	✓	✓	-	2	-	-	-	0
Inspire respect and tolerance	-	✓	✓	2	-	-	-	0
Promote tolerance	-	✓	-	1	-	-	-	0

	Principals				Students			
	St. Gregory School	St. Basil School	St. John School	Total N=3	St. Gregory School N=8	St. Basil School N=8	St. John School N=8	Total N=24
Demonstrate a caring and supportive attitude towards students.	-	✓	✓	2	7	5	-	12
Identify students' leadership potential.	-	-	-	0	-	-	4	4
Demonstrate and model leadership to students.								
Possess a strong and influencing personality	-	✓	✓	2	-	-	-	0
Engage in school life and suggest improvement initiatives	-	✓	✓	2	-	-	-	0
Employ interactive and empowering teaching approach								
Link academic content to real life	✓	-	-	1	-	-	-	0
Adopt teaching techniques that promote active learning	✓	-	✓	2	2	4	6	12
Demonstrate mastery of their subject matter	✓	-	-	1	-	-	-	0
Accommodate for debates and discussion within instructional time.								
		✓			5	2	4	11
Curriculum Characteristics								
Connects academic content to real life.	✓	✓	-	2	2	1	-	3
Supports students ethical and moral development	✓	✓	-	2	-	-	-	0
Targets building students' personalities	-	-	-	0	5	2	3	10

	Principals				Students			
	St. Gregory School	St. Basil School	St. John School	Total N=3	St. Gregory School N=8	St. Basil School N=8	St. John School N=8	Total N=24
School Extra-Curricular Programs and Activities								
Build students' character	✓	✓	✓	3	4	5	4	13
Empower students to undertake service initiatives.	✓	-	-	1	-	1	4	5
Enable students to plan and lead school activities.	-	-	-	0	2	-	3	5
Characteristics of School-Parents Relations								
Maintain dialogue between parents and school	✓	✓	✓	3	-	-	-	0
Seek ways to attain alignment of learning goals between school and home.	✓	✓	-	2	-	-	-	0
Parenting Style								
Model the leadership behavior	-	-	-	0	1	-	-	1
Nurture their children's talents	-	-	-	0	2	-	-	2
Enable their children to build their own belief system without indoctrination	-	-	-	0	2	-	-	2
Characteristics of Socio-cultural context								

	Principals				Students			
	St. Gregory School	St. Basil School	St. John School	Total N=3	St. Gregory School N=8	St. Basil School N=8	St. John School N=8	Total N=24
Prevailing associations of leadership hindering student leadership development								
<i>Adulthood</i>	-	-	-	0	2	-	-	2
<i>Knowledge</i>	-	-	-	0	1	-	-	1
<i>Charisma</i>	-	-	-	0	1	-	-	1
<i>Manhood</i>	-	-	-	0	4	-	3	7
<i>Wealth and Power</i>	-	-	-	0	2	-	1	3
<i>Political Affiliation</i>	-	-	-	0	3	-	-	3
<i>Inherited positions</i>	-	-	-	0	-	-	1	1
Discrepancy between school and home hindering student leadership development	✓	-	-	1	-	-	-	0
Families seeking tolerant and open education for children	-	✓	-	1	-	-	-	0
Religiously and Culturally diverse communities	-	✓	-	1	-	-	-	0
Abundance of NGOs providing students with opportunities to develop civic commitment	-	-	✓	1	-	-	-	0

Note. *Frequency of responses of principals and students on factors and organizational conditions influencing student leadership development*

Conceptions of Leadership and Student Leadership from the Principals' Perspectives

This section presents the conceptions of leadership and student leadership as advanced by the school principals. The profile was built by incorporating the characteristics mentioned by one or more participants. The below figure illustrates these characteristics.

Figure 4.1 Conceptions of Leadership and Student Leadership from the Principals' Perspectives

Conception of leadership as proposed by principal participants

Possesses special personality traits

- Seeks to be loved
- Is wise and smart
- Commits to developing own's leadership capacity

Influences others' positions and behaviors

- Convinces and guides his followers
- Adopts a collaborative approach

Conception of student leadership as proposed by principal participants

Demonstrates special personal qualities

- Is liked by others
- Has diverse non-academic intelligence
- Possesses a confident and strong personality
- Is ethical and models a moral system
 - Follow the teachings of the Gospel*
 - Reflects responsibility and citizenship*
 - Inspires mutual trust and respect*
 - Tolerates and accepts others*

Is a peacemaker and a community builder

- Contributes to a healthy and cohesive school environment.
- Solves conflicts in a rational, peaceful and persuasive approach.
- Serves as a 'liaison' between peers and school administration

Plays an active role in school and community

- Engages actively in his community's local clubs, NGOs, ministries and projects.
- Proposes projects and initiatives that enrich students' school life

Figure 4.1 Conceptions of leadership and student leadership from the principals' perspectives.

Conceptions of Leadership from the Principals' Perspectives

The study prompted participants about their generic conception of leadership before exploring thoroughly their perceptions of student leadership. According to principal participants, leaders are people who (1) possess special personality traits and (2) influence others' positions and behaviors.

Possesses special personality traits. The three principal participants agreed that possessing special personality traits is essential for being a leader. In particular, the principals agreed that leadership is associated with being: (a) humble; (b) wise and smart and (c) committed to developing own's leadership capacity.

Adopts a humble approach. The principal of St. Gregory School (St.Gregory-P) have alone mentioned this trait by affirming that a leader should recognize that any knowledge or growth he attains must be accompanied with love and humility in order to be able to lead. Accordingly, the principal explained that this leader will seek to be loved rather than to be feared by others:

You might be a genius and have great knowledge and expertise in communication; nevertheless, you might not be able to transmit anything to others. The person, who wants to enclose himself in his office and give orders, might be feared by others; yet, he will not be able to teach others. If others do not love you, you will not be able to transmit to them anything.

Is wise and smart. All principals viewed that leaders' acts reflect wisdom and intelligence. They explained that this enables them to overcome personal feelings and benefits,

take correct and objective decisions to solve arising problems. The principal of the school located in a town (St.John-P) explains: “such trait is a talent that allows a leader to develop a vision and devise strategies for overcoming and solving the emerging issue. It also prepares him to take the initiative to enlighten others.”

Commits to developing own’s leadership capacity. The principals of St. John and St. Basil schools, both reflecting on their personal experience, agreed that leadership is a journey during which an individual explores and develops leadership qualities. In particular, the principal of St. John school confirmed that leadership is not innate and that every person can grow into a leader through training and development; he explains:

Some persons have readiness to grow as leaders but they did not recognize this aptitude or never had the chance to develop his leadership qualities; the greater role in leadership development depends on training and enlightenment. In this era of scientific advancement and development in social and educational sciences, there are opportunities for systematic and structured approaches for leadership development.

Influences others’ positions and behaviors. According to principal participants, a leader is capable of influencing followers’ positions and behaviors through: (a) convincing and guiding followers and (b) adopting a collaborative approach.

Convinces and guides followers. The principals of St. Basil and St. Gregory school affirmed that leadership entails engaging and guiding group members to reach a shared vision. According to St. Basil school principal, a leader must motivate others while the principal of St.

Gregory believed that one approach for getting followers on board is enacting as a role model and as a mentor.

Adopts a collaborative approach. Two principals presented leadership as building a team through adopting a collaborative approach. According to them, a leader is someone who can delegate responsibilities to team members and engage team members in decision-making. The principal of a school located in a city (St.Basil-P) explains, “a leader must not be a dictator, keeping the final decision for him; rather, he should accept listening to the opinions of others in order to reach altogether a consensus.” The principal of St. Gregory added that a team leader does not seek to take the credit for group achievements.

Conceptions of Student Leadership from the Principals’ Perspectives

The responses of principals reflected an awareness that their views of student leadership is still dominated by an overvaluing of obedience to rules and high academic performance. The principal of St. John school (St.John-P) explains:

Most of us have a traditional view by which we judge students leaders as troublemakers. I am reflecting on my experience as a principal dealing with students on a daily-basis. We usually misjudge students who express themselves or take initiatives as daring and rude... Sometimes we fall into this type of judgements, while these students might be reflecting their leadership potential.

The three principal participants agreed that a student leader (a) demonstrates special personal qualities; (b) is a peacemaker and a community builder and (c) plays an active role in school and community.

Demonstrates special personal qualities. The principals emphasized in their responses different personal qualities that student leaders must display: (a) being liked by others; (b) possessing diverse non-academic intelligence; (c) possessing a confident and strong personality and (d) modeling a moral system.

Is liked by others. According to the principals of St. Gregory and St. John schools, student leaders are the ones who are liked and trusted by their friends, as demonstrated by the fact that these students are always surrounded by a group of peers.

Has diverse non-academic intelligence. The three principal participants agreed that student leaders possess intelligence that goes beyond high academic achievements. According to St. Gregory school principal, a student leader's intelligence allows him/her to capture attentively and understand the subliminal signs provided by teachers or administrators. Further, the principal of St. John school explains, "a student who possesses the talent of leadership has an intelligence spark in his eyes... He is faster than others in analyzing situations and identifying the best solutions." The principal of St. Basil School described student leaders as those who exhibit talents in their fields of interests or extra-curricular abilities:

We had one learner who was very weak in all academics; we used to debate every year in our evaluation meetings whether he should be promoted to a higher class or not. Nevertheless, he surprised us all when we organized a symposium at our school.

We discovered that he is excellent in the field of computer programming; two computer companies even offered him internship opportunities and he received a scholarship to pursue his degree at a renowned university.

Possessing strong personalities. The three principal participants viewed that student leaders possess strong personalities allowing them to express themselves confidently, impose their presence and earn the attention and respect of others whether at school or community. The principal of St. Basil described student leaders as follows, “as a mother whose kids are in the Secondary Division, I get to see students in a different context. The [student leaders] approach in expressing themselves and fighting for their positions is remarkable; they are actively present in any situation.”

Is ethical and models a moral system. There is wide agreement among the three school principals about a set of values that characterize student leaders and are reflected in their daily acts, particularly (a) following the teachings of the Gospel; (b) demonstrating responsibility and citizenship; (c) reflecting trust and respect and (d) showing care and empathy.

Follows the teachings of the Gospel. Two principals asserted that student leadership must emanate from the teachings of the Gospel and students’ understanding of the Christian values nurtured at school. Both principals stressed on the importance of modeling these values in daily life especially the value of loving God and others as a characteristic of student leaders. The principal of St. Gregory (St.Gregory-P) affirms, “the person who does not know God and

does not love him can do nothing; you need to love God in order to love others and be with them.” St. Gregory school principal added that student leaders must possess love that is coupled with humility and forgiveness while the principal of St. John school asserted that love is a leadership value that is reflected in an empathetic approach triggering a student to put upfront the common good of others before his/her personal benefits. Additionally, the principal (St.John-P) explained that student leaders should enact a healthy spiritual life and true faith through trusting God, finding refuge in prayer and always asking for the grace of God.

Reflects responsibility and citizenship. This characteristic was brought forth by the principal of St. John school who stressed that student leaders are those who develop a mindset of responsibility towards their country reflected in their respect for their environment and their determination to be active members of the society; he states:

I believe student leaders must respect their country and environment and not fall into the misconception that adults will solve arising problems and that students have no role. In that sense, we have common ground with the modern secularization, which advocates that every person is responsible for his society and cannot fall into despair that we can do or say nothing.

The principal of this school, who is also a priest, asserted further that good citizenship stems also from the teachings of the gospel and recalls a verse from the gospel of St. Mathew, “Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's” (22: 21).

Inspires mutual trust and respect. The three participant principals all agreed that student leaders inspire mutual trust and respect as they approach peers and adults. The principal

of St. John school explained that student leaders communicate their opinions and requests or confront others with a polite attitude.

Tolerates and accepts others. The principals of St. Basil and St. Gregory schools – which possess a religiously diverse student body – included tolerance among the values adopted by student leaders. Both principals mentioned similar instances of students celebrating each other’s religious occasions, hence reflecting an open and tolerant approach; for instance, the principal of St. Gregory School shares, “Christian students proposed holding an ‘Iftar’ during Ramadan. This reflects leadership as students took this initiative and made all the preparations and we all attended and supported them. Our metropolitan also came.”

Is a peacemaker and a community builder. Three characteristics describe student leader who enact as peacemakers and community builders: (a) contributing to a healthy and cohesive school environment; (b) solving conflicts in a rational, peaceful and persuasive approach and (c) serving as a liaison between peers and school administration.

Contributes to a healthy and cohesive school environment. The principal of St. Gregory School stressed that student leaders take initiatives that reveal their humane mindset as well as their sense of community. According to him, a student leader nurtures a positive class environment through helping peers attain higher achievements in academics or supporting peers whenever they encounter a challenge or problem at home or school. Further, according to the St. Gregory school principal, a student leader’s role extends beyond the classroom to influence the school environment making it cohesive and tolerant; he explains,

Our school is large and diverse on the religious and political dimensions; hence, if we would not have had student leaders, conflicts among students would have arose.

When you see that a Christian student is proposing holding an ‘Iftar’ during Ramadan, this reflects leadership. Students took this initiative, made all the preparations and invited the parents, teachers and the metropolitan.

Solves conflicts in a rational, peaceful and persuasive approach. Two school principals presented student leaders as problem solvers. According to the principals of St. Basil and St. Gregory schools, student leaders do not merely report problems or conflicts to the school administration; rather they courageously propose thoughtful and convincing solutions, “forcing the school principal to listen to them, and in many instances agree with them” (St.Gregory-P). Further, the principal of St. Basil School affirmed that student leaders intervene in the daily routine incidents among students or with the school administration, to reconcile opposing perspectives and suggest solutions; she explains, “a student leader is someone to whom classmates refer to when facing problems. This student listens to his/her classmates and attempts to reconcile the different opinions in a very diplomatic manner.”

Serves as a liaison between peers and school administration. According to the three principal participants, student leaders ensure a smooth communication between their peers and the school administration. The principals of St. John and St. Basil schools explain that those students represent their peers and speak on behalf of them; “They transmit a clear picture of any situation and ensure communication between their peers and the school administration” (St.Basil-P).

The three principals affirmed that student leaders demonstrate communication, presentation and negotiation abilities. Besides, the principals of St. John and St. Basil schools mentioned that these student leaders could be elected by their classmates as class representatives or appointed members of the students' committee.

Plays an active role in school and community. There is agreement among the three principals that student leaders undertake initiatives in school and in community; they (a) engage actively in community's local clubs, NGOs, ministries and projects, and (b) propose projects and initiatives that enrich students' school life.

Engages actively in local clubs, NGOs, ministries and projects. The principals of St. Gregory and St. Basil school affirmed that student leaders demonstrate social responsibility through their active engagement and volunteering in community projects and organizations. For instance, one principal (St. Gregory-P) reports, "if you follow up on students in their villages, you will notice that they are actively present in sports clubs, local organizations, church... They reflect a very positive image of their school"; the principal of St. Basil school also tells, "I encountered a group of our learners volunteering with an NGO for children with special needs; I was impressed by their refined approach in dealing with these children."

According to the principal of St. Basil School, student leaders play an additional active role in sharing their social work experiences with their peers and hence, convincing them to commit to a social cause.

Proposes projects and initiatives that enrich students' school life. The three principal participants agreed that student leaders are initiators. The principals of St. Basil and St. Gregory schools provided examples for students developing well-targeted initiatives that became part of the school life. Both principals mentioned similar initiatives by which students proposed and implemented service projects. The principal of St. Basil School reported an initiative undertaken by a student who following his volunteering experience, convinced his classmates and school administration to collaborate with an NGO; eventually, his initiative become integrated within the school's Youth Stewardship Program. Likewise, for instance, the principal of St. Gregory School tells:

Two years ago, a group of students came to my office to inform me that a local orphanage requires major renovation. I did not even know about this orphanage. Students did several activities throughout the year to raise funds and eventually went themselves to renovate the orphanage. They were 15 students who were able to influence others and during summer time, they renovated and did great changes in that orphanage. When students leaders take such an initiative, the administration has no choice but to support them.

The abovementioned examples put upfront one distinct characteristic of a student leader's acts. Students in both instances were capable of influencing and engaging their peers. Besides, the principal of St. Basil described an initiative undertaken by one secondary student who wanted to suggest another school uniform:

The school administration feared that students will not abide by the new uniform so his proposal was rejected. Nevertheless, this learner talked to all his classmates and

made them sign a consent to abide by the new suggested uniform. All learners respected this agreement; and the new uniform is still adopted.

Conceptions of Leadership and Student Leadership from the Students' Perspectives

This section presents the conceptions of leadership and student leadership as described by the students. Data were collected in focus group interview in each of the selected case followed by a member-check focus group. The data allowed the researcher to build a profile of student leaders that incorporate the characteristics mentioned by one or more participants. The below figure illustrates these characteristics.

Figure 4.2 Conceptions of Leadership and Student Leadership from the Students' Perspectives

Conception of leadership as proposed by student participants

Leadership in Underdeveloped societies

- Autocratic
- Relies on power and wealth
- Lacks a vision for change

Leadership in Developed societies

- Friendly
- Leaders speak on behalf of people
- Equal chances to become leaders are provided for all

Possesses special personality traits:

- Is cultured and educated
- Is wise and smart
- Charismatic
- Commits to developing own's leadership capacity

Adopts a moral system:

Humble

patient

Honest and transparent

Responsible

independent

Influences others' positions and behaviors

Convinces and empowers followers

Safeguards communication and dialogue among group members

Enacts as a role model

Conception of student leadership as proposed by student participants

Demonstrates special personal qualities

Is liked by others

Demonstrates ability for self-regulation

Leads by example

Possesses a confident and strong personality

Is ethical and models a moral system

Tolerates and accepts others

Inspires mutual trust and respect

Is genuinely caring and empathetic

is patient

Is a peacemaker and a community builder

Contributes to a healthy and cohesive school environment.

Solves conflicts in a rational, peaceful and persuasive approach.

Serves as a 'liaison' between peers and school administration

Plays an active role in school and community

Engages actively in his community's local clubs, NGOs, ministries and projects.

Proposes projects and initiatives that enrich students' school life

Figure 4.2 Conceptions of leadership and student leadership from the students' perspectives

Conceptions of Leadership from the Students' Perspectives

The students in the three selected cases have discussed the personal attributes of leaders, particularly (a) possessing special personality traits and (b) influencing others' positions and behaviors. Interestingly, the responses of the student participants in St. Gregory School distinguished between the characteristics and role of leadership in underdeveloped and developed societies.

Possesses special personality traits. A disagreement could be detected among the students of St. John School concerning the ability of each individual to become a leader. In fact, students at St. John school advanced dissimilar perceptions about leadership. Four students affirmed that only those who possess a leader's personality could exercise effective leadership. One student (St.John-S3) mentioned that luck intervenes to influence a person's growth into a leader, while another student (St.John-S1) affirmed that leadership is accessible for all as God granted each person a mind to lead himself. Nonetheless, most of them agree that leadership can be developed through nurturing special qualities. This stance resonates with the responses of students in St. Gregory and St. Basil schools; students mentioned the following characteristics: (a) cultured and educated; (b) wise and smart; (c) charismatic; (d) committing to developing own's leadership capacity and (e) adopting a moral system.

Is cultured and educated. Two students at St. Gregory School affirmed that a leader possesses a broad knowledge base allowing him/her to deal with different arising challenges.

They seemed to additionally agree that good education could be a variable that influences a person's growth into a leader.

Is wise and smart. Students in the three schools have mentioned this trait. According to them, leaders' wisdom and smartness are manifested in their ability to understand the broader picture in any situation, envisioning future directions for their groups, as well as solving arising conflicts. One student (St.John-S5) explains, "a leader is a smart person; when facing a problem, he can solve it and assist others to overcome it." Besides, one student (St.Basil-S7) mentioned that a leader must be "street-smart" to deal and manage all emerging situations; similarly, another student (St.John-S2) affirmed that a leader must be witted to exercise conflict resolution.

Is charismatic. Students in St. Gregory and St. Basil schools have mentioned this trait. According to one student (St.Gregory-S8), charisma refers to a person's strong and confident personality. On the other hand, four students at St. Basil school defined a leader's charisma as being feared while remaining loved and respected; one student (St.Basil-S7) explains:

A leader needs to be charismatic; hence, he must be feared and loved at the same time. Feared and loved must be coupled. When you love a leader, you want to be up to his expectations and this is the true meaning of fearing him.

Commits to developing own's leadership capacity. Students in the three selected schools agreed that a person must commit to grow into a leader. According to them, leadership qualities are earned through developing a determined mindset (St.Basil-S1), seriousness

(St.John-S7), a will to change (St.Basil-S1) and through hard work (St.Basil-S6). Another student (St.Basil-S4) emphasized the centrality of believing in self-development of leadership capabilities, “when there is a will, there is a way. People who might not have leadership qualities can cooperate with others to learn and develop these qualities.”

Adopts a moral system. 18 students out of 24 student participants across schools have mentioned different virtues and values that leaders must adopt; particularly: (a) patience; (b) responsibility; (c) independence; (d) being humble, and (e)

Patience. Five students mentioned this virtue. Students explained that patience is required from leaders to be able to work under stress (St.Basil-S5), to handle arising challenges without giving up (St.Gregory-S7) and to deal with a variety of people who possess different perspectives (St.Basil-S2). One student (St.Basil-S4) assumed that leaders could get angry; yet, he must hold to patience, “as your leader, he can be angry at you; however, he must be patient to progress with you; help you and support you to overcome failure and achieve the goal.”

Responsibility. Five students in St. Gregory and St. John schools mentioned taking responsibility as one of the values leaders should have. One student (St.John-S4) affirmed that a leader can hold responsibilities more than his/her subordinates or followers can while another student (St.Gregory-S7) stated that a leader feels responsible to develop his/her society through introducing change initiatives.. Two students explained that a leader’s sense of responsibility triggers him/her to serve, help or support anyone who approaches him/her.

Independence. Three students in St. Gregory School responded that a leader must be independent through pursuing what is right without being submissive to external pressures. The student (St.Gregory-S6) explains, “We should not accept any leader who is directed by another party. We choose a leader because we can trust that he/she makes the right decision rather than follows the directions given someone else.”

Humbleness. According to one student (St.Basil-S6), only a humble leader can genuinely communicate, empathize and motivate team members to pursue the desired goal. She explained, “when a person communicates and motivates team members to keep on going, team members will be able to see him/her as a leader and will appreciate the feelings he is putting.”

Being honest and transparent. Three students emphasized that leaders hold a clear moral system that is revealed through remaining honest and refusing to take advantage of people to preserve own’s position.

Influences others’ positions and behaviors. Students across schools described a leader as someone who builds relationship with his/her group members. In particular, they mentioned a leader as someone who actively engages in (a) convincing and empowering followers and (b) safeguarding communication and dialogue among group members.

Convinces and empowers followers. Thirteen students defined leadership as consisting of this dimensions of the leader role; they agreed that a leader guides his/her followers to attain desired objectives. According to one student (St.John-S6), a leader must first elaborate a goal or vision for his/her group members to follow. Other students in St. Basil

School mentioned that leaders are the ones that adopt a persuasive and motivating approach to influence and engage their group members rather than an imposing approach. Students additionally stressed that leaders are those who are able of mentoring and empowering their group members, one student (St.Basil-S2) states, “a person cannot become a true leader unless he makes others grow as leaders....”

Besides, students’ responses reflect their understanding that a leader’s influence, power and authority are acquired once granted by his/her followers. One student (St.John-S3) affirms, “a leader has the capacity to influence others... he must have people following him; if I am leader and no one listens to me then I am not a true leader.” Similarly, a student (St.Gregory-S7) stated, “a leader must convince others and people have to willingly accept to listen to him and accept that he leads them”. Another student agreed and elaborated that a leader’s relationship with followers should be based on mutual respect and understanding; she said:

A leader without a team is not a leader. Team members have to look up to him/her, and at his/her turn, he/she must create this connection with every teammate; he/she must understand them and understand how to deal with them, each separately and as a whole.

Safeguards communication and dialogue among group members. Six students from St. John and St. Basil schools agreed that leaders promote healthy communication and encourage dialogue among their group members. Those leaders listen to their group members’

different points of view and nurture communication that is based on transparency and mutual respect, which, in their views, guarantee tolerating each other's opposing opinions.

Leadership in underdeveloped societies versus developed societies. When asked about their definition of leadership, students in St. Gregory School opted to differentiate between leadership in “underprivileged” and developed societies. Two students affirmed that in underdeveloped communities, leadership is inherently autocratic and is handed down to a select group of powerful and wealthy individuals; one student (St.Gregory-S3) explains:

I believe that what we are currently witnessing is that leaders in ‘underprivileged’ societies are those who possess a great wealth. People are mostly in need for money to live... this is why they choose to follow the wealthier. However, those leaders are gaining more money and the status of [other members of] society never changes.

Students identified that the role of leadership in underdeveloped societies should evolve around the implementation of a vision for change that relies on leading the society towards education and development. One student (St.Gregory-S7) affirms, “a leader must assist his/her people to develop and not to oppress them to let his/her authority reign. He/she has to contribute through introducing new initiatives that enable his/her society to overcome its bad status.”

On the other hand, students described leadership in developed societies as friendly and non-exclusive. They affirmed that all members of a certain community have equal chances to

acquire a leadership position. Further, one student (St.Gregory-S6) explained that a leader's role in developed communities is to represent and speak on behalf of people.

Conceptions of Student Leadership from the Students' Perspectives

The perceptions of students in the three selected schools of student leadership reveal three main characteristics of student leaders: (a) demonstrating special personality traits; (b) being a peacemaker and a community builder and (c) playing an active role in school and community. Nonetheless, it is noteworthy that the responses of the student participants at St. Basil School clearly reflected their belief that there are student leaders among them. The students used their experiences with those student leaders as the backdrop for explaining their conceptions of student leadership; for instance, one student (St.Basil-S1) mentions, "my friend (St.Basil-S2) is my example of student leaders."

Demonstrates special personality traits. Students mentioned different personality traits that student leaders display: (a) being liked by others; (b) possessing a confident and strong personality; (c) leading by example; (d) demonstrating ability for self-regulation and (e) modelling a moral system.

Is liked by others. Five students agreed that student leaders are sociable and possess a network of people and friends who admire and like them in and out of school. According to one

student (St.Gregory-S8), a student's popularity start in early ages, whereby his/her peers follow him/her and attempt to imitate his/her acts. Another student (St.Gregory-S8) added that a student's popularity determines whether this student can represent his/her peers through being their elected class representative.

Possesses a confident and strong personality. According to students, possessing a strong personality is primordial for student leaders to express themselves freely as well as to speak on behalf of their peers and raise their concerns. One student (St.John-S5) explained, "if he wants to request anything from the school administration, he must have a 'strong heart' in order to express the opinion of his classmates who have elected him to represent them." Besides, one student (St.Gregory-S1) believed that a student's confident personality enables him/her to grasp the attention of others once he/she talks.

Leads by example. Four students at St. Basil School asserted that student leaders should be role models in their behaviors and approach at school as well as in society. Students affirmed that a student leader's actions, that are shaped by a unique and influential personality, would inspire others to look up to him/her and hence, consider him/her their reference when challenges arise.

Demonstrates ability for self-regulation. Fifteen students have discussed extensively this dimension of student leadership. According to students, student leaders set the goals they wish to attain; choose the right approach to achieve these goals and accordingly, they develop commitment and responsibility to achieve it. One student (St.Gregory-S7) explained, "a student

leader is organized and knows very well the goals he wants to attain, he defines the way to attain these goals and accordingly chooses his words and style. He cannot act in a chaotic manner.” Further, three students at St. John School explained that taking responsibility and learning from own’s mistakes is a demonstration of self- regulation and hence an act of leadership. For instance, one student (St.John-S6) states, “a student leader must be responsible; he/she holds himself/herself accountable for the mistakes, knows how to learn from own’s mistakes in order re-direct his/her actions.” Another example provided by one student (St.John-S5) links leadership to admitting own’s mistakes:

A conflict occurred between two girls; they were blaming each other for the arising conflict; until one of them admitted that she holds part of the responsibility; the other refused to reflect and accept her share of the responsibility. The girl who was first to admit her faults enacted as a leader. The second became a leader when she accepted that she was wrong.

Furthermore, five students promoted humility as another sign for self-regulation. They mentioned that student leaders constantly aim at treating their peers without any sense of superiority; one student (St.John-S1) asserted, “a student leader treats others as equal to him; he remains humble despite his awareness that he possesses leadership qualities that others may not have.” Additionally, according to the student (St.John-S7), a humble student leader will not seek to prove his/her power and authority nor will he/she act violently with his/her peers.

Besides, student agree that an essential dimension of self-regulation indicative of leadership is leading oneself; one student (St.Gregory-S6) affirms that a leader should be “the

leader of himself before being the leader of others.” Accordingly, they expressed that a student leader should commit to developing own’s leadership capacity. Such personal direction reflects self-regulation as it requires developing awareness of personal capacities (St.Gregory-S4) and consequently, sparing time for self-development (St.Basil-S1), committing to change and grow into a leader. One student (St.John-S6) explained, “if a student does not meet the conditions or qualities of a leader, he/she cannot become a good leader with people following him/her. Yet, if that person tries his/her best to develop himself/herself, and then for sure he/she can become a leader.” Another student reflected on his own leadership learning experience:

I have enrolled in a leadership development program. I used to love public speaking; yet I realized that I do not have all skills for that. This leadership program empowered me, and last week I gave a speech in front of all my colleagues.

Students have highlighted that leadership development requires sustainable efforts; hence, they agreed that leadership learning could be enhanced through patience. For instance, one student (S.Basil-S2) reflected on her friend’s experience; she tells,

People claim that leadership cannot be learned. During the past years, my friend (St.Basil-S4) has been a very stubborn person; however, after enrolling in the leadership program, he certainly changed. This proves that people can acquire even the hardest characteristics.

Is ethical and models a moral system. Several students across schools asserted that student leaders adopt a value system that promotes: (a) tolerance and respect; (b) care and empathy; and (c) patience.

Tolerates and respects others. Eight students pointed at this aspect as evidence of a leader' ethical behavior and his/her modeling of a clear moral system. Firstly, students confirmed that student leaders adopt a respectful attitude when communicating with peers, teachers or principal; this attitude reflects self-respect, politeness and valuing of dialogue; one student (St.Gregory-S6) explained, "a student who acts like 'an angel' when communicating with the principal cannot be a leader. Rather, a student must be respectful in his approach not through remaining silent but through being able to negotiate with the principal."

Secondly, a student leader is one who receives and accepts the diverse opinions of others without rushing into judgment and are cautious in making decisions to avoid discrimination. According to students, such moral stance allows student leaders to inspire trust. In fact, one student (St.Basil-S8) states, "people will feel safe to go and talk to him/her... they can entrust him/her to share their personal experiences and get support in return." A student at St. John School (St.John-S2) explained, "a student leader must be open minded, tolerant and positive in his/her approach and viewpoints. He/she must attempt to understand others rather than blaming them."

Is genuinely caring and empathetic. Three students at St. Basil pointed at this virtue as essential for student leaders to have. According to students, a student leader's caring and empathetic approach triggers him/her to seek to understand what others are going through and accordingly be by their side. Further, one student (St.Basil-S7) added that care and empathy are mutual between a student leader and his/her peers; she mentions, "a student leader must be able

to communicate with everyone and show that he/she cares about each person... when a person sees that this leader is taking care of him/her, he/she will start to care in return.” In addition to that, three students asserted that a student leader is expected to demonstrate genuine care and empathy rather than opportunistic acts of care. For instance, one student affirmed, “a student leader must truly care about people around him/her. Many people pretend to care in order to gain popularity and power... this is not leadership”; another student (St.Basil-S2) emphasized the importance of love as a virtue as he explains:

Student leaders must love the group they are leading and actually be friends with them without false pretensions. It is very easy to ‘catch’ people by asking them... yet people can feel whether you really care or not and whether you are honest or not... A student leader has to actually care about the group he/she is leading.

Is patient. Four students mentioned patience among the moral qualities of student leaders. Students at St. Basil School told different personal experiences of leading with patience. For instance, the student (St.Basil-S5) affirmed that patience has enabled him to improve his communication with others; he speaks:

I have been trying to acquire patience because I wanted to become a leader especially that next year will be our last school year and we have different graduation projects to achieve. When talking with people, I used to reply with nervousness and gradually people stopped talking to me. Things have definitely changed when I started listening to people and await for them to say their opinions; now we understand each other better.

Is a peacemaker and a community builder. Students discussed extensively the student leaders' characteristic of being peacemakers and community builders through: (a) contributing to a healthy and cohesive school environment; (b) solving conflicts in a rational, peaceful and persuasive approach and (c) serving as a liaison between peers and school administration.

Contributes to a healthy and cohesive school environment. A student leader influences the school environment through his/her daily acts among which is supporting his/her peers who are encountering challenges and problems whether at school or at home; one student (St.Gregory-S8) explains, "some people, who know they have leadership potential, become egocentric and deal with others with a sense of superiority. In contrast, true leaders benefit from their potential to get closer to others and stand by their sides." A student (St.Basil-S1) shared her story on this matters, she relates, "my friend (St.Basil-S2) is my example of student leader... The ambiance was very stressful at school and on students; therefore, she decided to go talk privately with each of her classmates in order to support them."

Further, according to students, a student leader's promotion of a cohesive and positive school environment could be identified through working for the best benefit of the group, celebrating group achievements and displaying sportsmanship rather than unhealthy competition. Several responses support this stance; one student (St.Basil-S4) clarifies, "In group work or competitions, a leader's role is to support every team member... if a team member does not succeed... the member fails, the leader fails... and the team will eventually

fail”. Another student (St.Basil-S7) explained that a leader’s acts must be ‘transcendental’; he explains, “a student leader must overcome any bad feeling to work rationally for the benefit of all, even if others might get higher grades or attain great achievements.”

Solves problems in a rational, peaceful and persuasive approach. Fourteen students agreed that student leaders play the role of peace makers by solving problems occurring within the school. Two students at St. John School asserted that true leadership becomes apparent in conflict situations; “leaders arise when something wrong happens” (St.John-S7). Student leaders seem to be proactive in their approach for problem solving, as their peers will be looking up to them (St.Basil-S3); a student (St.Basil-S2) states, “In our age, we all like to nag. Yet, a student leader must be proactive... whenever a challenge arises, he cannot nag; on the contrary, he must search actively for solutions.” Further, student leaders can envision both the consequences of problems and accordingly foresee the consequences of their potential solutions; one student (St.John-S5) describes:

A student leader must have forward looking with the ability to plan ahead and preempt situations. He must be able to foresee the consequences of any act happening in the classroom. For instance, if two students engaged in a conflict, he must be able to perceive the consequences of this conflict... and if he wishes to suggest a solution, he must be able to identify the advantages and disadvantages of his initiative before proposing it.

Four students at St. Gregory School affirmed that student leaders design convincing solutions and communicate their opinions or proposed solutions carefully. In addition to that,

the students seemed to agree that student leaders practice conflict resolution. This could be detected through adopting a peaceful and reconciliatory approach and putting upfront several principles among which is promotion of understanding; “There is no absolute truth nor absolute mistake. Whenever a conflict arises, a student leader must know that there must be a misunderstanding and that both parties might have parts of the truth” (St.John-S3). One student (St.Basil-S6) accentuates this stance by sharing her personal experience:

Last year, I was my class representative; and we had many exams, so I went to the head of division and told her: we understand that you need to do these tests, yet I ask you to understand our point of view. We communicated and discussed our different point of views and eventually we were able to reach a solution.

Another principle for peaceful problem solving is mindfulness. In fact, several students – most of them at St. John School – declared that student leaders must aim to solving conflicts with mindfulness; one student (St.John-S1) mentions, “a leader must not take decisions when he/she is angry in order to avoid hurting others. He must be wise in choosing the timings of his intervention.” Additionally, two students included trust and honesty among the principles while others acknowledged the importance of objectivity in conflict resolution, one student (St.John-S3) describes:

If one student possesses a leadership personality, whenever a conflict arises he will work rationally with member to resolve peacefully and mindfully the conflict; in contrast, in case he does not possess a leadership personality, he would increase the conflict, take a stance and support one of the parties rather than try to solve the issue.

Serves as a liaison between peers and school administration. According to students, student leaders fulfill an important role in ensuring communication between their classmates and the school administration through representing their peers and negotiating with their school administration.

Seven students affirmed that student leaders take initiative to represent their peers and communicate on their behalf their concerns and opinions to the school administration. Students mentioned that those leaders could be members of the students' committee or appointed as class representative. One student (St.Gregory-S8) however insisted that communication with the school administration should not be restricted to class representatives.

Several students agreed that student leaders discuss first their classmates' suggestions before proposing them to the administration; one student (St.John-S2) explains, "If the class sees that an assessment should be postponed; he will negotiate with the school administration after discussing the opinions of all his classmates. Everybody must agree before he communicates the opinion of the group." Besides, while one student St. Gregory School (St.Gregory-S5) expressed that student leaders must confront the school administration, other students acknowledged the importance of being strategic and choosing the right approach for raising students' concerns. Students agreed that such approach relies on respect, a student (St.Gregory-S6) explains, "a student must be respectful not through remaining silent but through being able to negotiate with the principal." A student (St.Basil-S5) mentioned being calm and rational as an essential element for negotiation; while another from St. John School

insisted on a student's intelligence and wittiness for identifying the right way for communicating his/her class request, another student (St.Basil-S4) expressed that student leaders should be expert communicators; he says,

A student leader must know how to behave in different situations. For instance, he/she must know how to communicate with each person using the best way; he/she must attempt to understand that person, to see how he/she acts, his/her body language, and then decide how to communicate and deal with him/her.

Plays an active role in school and community. Several students from different schools affirmed that student leaders are active initiators whether at school or in community. Particularly, student leaders (a) engage in community's local clubs, and civil organizations and (b) propose projects and initiatives that enrich students' school life.

Engages actively in community's local clubs, NGOs, ministries and projects. Student leaders engage actively in their communities. One student (St.Gregory-S7) explains, "a student, who is a leader at school, will definitely be active in his /her society through benefiting from what he/she learned in school. This student can contribute in different projects in his hometown, with the municipality." Students mentioned different service initiatives or responsibilities that student leader can handle in society, among which leading social activities or youth teams. For instance, a student (St.John-S2) shares, "my brother and I are members of the Orthodox Youth Movement; we have been assigned the responsibility to lead groups of kids by explaining the bible for them, storytelling, and conducting different activities". Another

student (St.Basil-S1) emphasized that student leaders contribute in the society through volunteering with non-governmental organizations for good causes; she states, “I enrolled in a NGO that helps blind people.”

Proposes projects and initiatives that enrich students’ school life. Students at St. Basil School reported several initiatives undertaken by students; one common dimension of these initiatives is the fact that they stem from a felt need with the vision of contributing to the development of each student and enhancing the school environment. For instance, one student (St.Basil-S1) shares the rationale for launching a Reporters’ Club; this student-led initiatives envisioned reporting students’ feelings, opinions and experiences, connecting students, teachers and administrators with each other and shedding light on students’ achievements. Another student (St.Basil-S8) described an initiative launched by students to develop leadership among teenagers, “we launched the ‘Sparks’ event, which evolves around uniting the ‘spark’ among students. Students shared topics that are important to them and presented their artwork... We saw students talking for the first time talking about very interesting and uncommon topics.”

Comparison between Principals and Students’ Conceptions

The sample of the study has comprised three principals and twenty-four students from three Lebanese Private Orthodox Schools. The principals were all experienced with a minimum of five years of experience while all students were in the secondary division, particularly in grade eleven. Besides, schools were selected according to a maximum variation sampling

approach in order to allow the researcher to spot contextual peculiarities that can potentially influence participants' conceptions of student leadership identity. Hence, considerations were made for the school's size, geographical location, student population, grade configuration, student life as well as the profile of the principal.

The findings were checked and analyzed from different angles. Through adopting the constant comparative approach, the data generated by the principal and student participants was first examined and compared within each school. A second layer of comparison was conducted to answer the research question by comparing principals' perceptions across schools as well as students' perceptions across schools. Data was compiled into two profiles: (1) a compiled profile of a leader and a student leader as described by principals and (2) a compiled profile of a leader and a student leader reflecting the student participants' perspectives.

Through employing the constant comparative method, an overview of the results reveal an alignment between principals and students' perspectives on the level of themes across contexts. This constitutes a major finding of this study. On one hand, both principals and students seemed to agree on the general characteristics of leaders; they possess special personality traits and are able of influencing their followers' positions and behaviors. Similarly, all participants agreed that student leaders (1) demonstrate special personality traits; (2) are peacemakers and community builders and (3) play an active role in school and community. On the other hand, discrepancies between principals and students' perceptions was detected on the level of sub-categories. The frequency and weight of responses revealed nuances in

participants' perceptions of the dimensions of leadership or student leadership. Accordingly, the researcher presents next a detailed description of the cross-case comparison between principals and students' perspectives and highlights, whenever applicable, the nuances resulting from each case's distinctive aspects.

In this section, data is examined across these two profiles in order to compare principals' conceptions of leadership and student leadership with those of students. The researcher concludes this section by proposing a compiled profile, which captures the perspectives of both principal and student participants in the context of Lebanese Private Orthodox schools.

Comparison between Principals and Students' Themes of Leadership

This study does not aim at identifying principal and student participants' detailed perceptions of leadership; these perceptions were triggered in the course of the researcher's quest for conceptions of student leadership. Nevertheless, the researcher chooses to compare principals' profile of a leader with those of students in an attempt to gain more understanding of the compiled profiles of student leadership. In the following the researcher identify commonalities between the two profiles as well as differences engendered by each perspective's dimensions (check Table 3).

Table 4.3

A Cross-case Comparison between principals' and students' perceptions of the profile of a leader

	Principals N=3	Students N=24
A leader possesses special personality traits:	3	20
Is cultured and educated	-	2
Is wise and smart	2	7
Is charismatic	-	5
Commits to developing own's leadership capacity	2	9
Adopts a moral system:	-	-
<i>Humble</i>	1	2
<i>patient</i>	-	5
<i>ethical</i>	-	3
<i>Responsible</i>	-	5
<i>independent</i>	-	3
A Leader influences others' positions and behaviors	3	15
Convinces and guides his followers	2	11
Safeguards communication and dialogue among group members	-	6
Adopts a collaborative approach	2	-
Leadership in Underdeveloped societies	0	5
Autocratic	-	2
Relies on power and wealth	-	2
Lacks a vision for change	-	4
Leadership in Developed societies	0	3
Friendly	-	1
Leaders speak on behalf of people	-	1
Equal chances to become leaders are provided for all	-	1

Note. *Cross-case comparison between principals' and students' perceptions of the profile of a leader*

Possesses special personality traits. The principals along with twenty students from the three selected schools agree that leadership is a developmental process in which an individual explores and develops personal qualities. There was a remarkable agreement among

principals and students on two personality traits; being wise and smart; and committing to developing own's leadership capacity. Two principals and seven students agree that leaders' wisdom and intelligence are reflected in their approach for problem solving as well as defining the future directions of their groups. Nonetheless, students from St. John and St. Basil schools associated a leader's intelligence with wittiness or else being "street-smart" (St.Basil-S7). Another quality mentioned by two principals and nine students is the leader's commitment to developing his/her own leadership capacity. Principals and students' responses agree that leadership cannot be innate; rather, it can be developed through training along with a determined mindset for growth and change.

Further, there was a great alignment among students that leaders are ethical and enact a value system reflecting humbleness, patience, honesty, responsibility, service and independence. However, only the principal of St. Gregory School joined students in mentioning humbleness among a leader's qualities.

In addition to the abovementioned traits, students defined further a leader's character. Two students from St. Basil School confirmed that leaders are cultured and well educated while five students (four of them are students at St. Basil School) added that leaders are charismatic stressing that they are confident, feared by their followers, yet loved and respected. These personality traits were not mentioned by any of the principal participants.

Influences others' positions and behaviors. Fifteen students along with the three school principals defined the different dimensions of a leader's influence on his/her followers.

There is wide agreement that a leader's primary role is defining a vision or a goal, accordingly engage his /her followers to attain it. Motivate followers was a common characteristic among participants; principals affirmed that a leader motivates followers through being a role model and a mentor while students stressed on the leader being persuasive and leading by example.

However, principals and students advanced dissimilar dimensions for leadership and followership. On one hand, the principals of St. Gregory and St. Basil schools presented leaders as team builders who adopt a collaborative approach with team members through involving them in decision-making. On the other hand, six students from St. Basil and St. John schools asserted that a leader's primary role is to promote healthy communication and dialogue among group members.

Leadership in underdeveloped societies versus developed societies. Five students at St. Gregory School have discussed the different dimensions and role of leadership in underdeveloped societies as well as the developed ones. The principal of St. Gregory school did not discuss this dimension nor the other principal participants. The students' perception associates leadership in underdeveloped societies with autocracy, power and wealth and accordingly affirmed that leadership in such societies must handle the responsibility of shifting the reality, leading it towards education and development. In contrast, according to students, leadership positions in developed societies require friendly individuals who can represent their people.

Comparison between Principals and Students' Themes of Student Leadership

The core of this study is capturing principals and students' perceptions of the profile of a student leader. Despite the response of the St. John school principal claiming that, student leadership remains unclear or even unexplored, all study participants were able to generate similar themes for student leadership; these are: (1) student leaders demonstrate special personality traits; (2) they are peacemakers and community builders; and (3) they play an active role in school and community. Nonetheless, some differences were detected on the level of subthemes (see Table 4.4).

Table 4.4

A Cross-case Comparison between principals' and students' perceptions of the profile of a student leader

	Principals N=3	Students N=24
A student leader demonstrates special personal qualities	3	24
Is liked by others	-	5
Demonstrates ability for self-regulation	-	15
Has diverse non-academic intelligence	3	-
Leads by example	1	4
Possesses a confident and daring personality	3	5
Is ethical and models a moral system	-	-
<i>Follow the teachings of the Gospel</i>	2	-
<i>Reflects responsibility and citizenship</i>	1	-
<i>Tolerates and accepts others</i>	2	7
<i>Inspires mutual trust and respect</i>	3	2
<i>Is genuinely caring and empathetic</i>	1	3
<i>is patient</i>	-	4
A student leader is a peacemaker and a community builder	3	21
Contributes to a healthy and cohesive school environment.	1	9
Solves conflicts in a rational, peaceful and persuasive approach.	2	14

Serves as a ‘liaison’ between peers and school administration)	3	11
A student leader plays an active role in school and community	3	7
Engages actively in his community’s local clubs, NGOs, ministries and projects.	2	-
Proposes projects and initiatives that enrich students’ school life	3	3

Note. Cross-case comparison between principals’ and students’ perceptions of the profile of a student leader

Demonstrates special personal qualities. All student and principal participants agree that student leaders reflect in their daily acts and behaviors specific personality traits. Both parties agree that student leaders are liked by others and that they possess a confident and daring personality allowing them to express themselves, impose their presence and gain the respect of others. One student from St. Gregory School presented a nuance by associating confidence with courage to confront the school administration and raise the concerns of peers. In addition, an agreement was found among the principal and students of St. Basil School who believe that student leaders’ behaviors and approach are exemplary at school as well as in the society.

Further, principals and students agree that student leaders are ethical and enact a set of values. Both parties promoted tolerance as an essential mindset for student leaders. Principals and students confirmed that student leaders do not discriminate on any basis; rather, according to principals, they embrace diversity and celebrate each other’s different confessional occasions. Tolerance seemed to be acquainted with inspiring mutual trust and respect especially

when student leaders engage in dialogues and communicate with peers, teachers and administrators; their approach reflect self-respect and politeness.

However, principals and students described different value systems for student leaders. On one hand, the principals of the three selected cases agree that student leadership stems from the teachings of the Gospel and students' enacting of the Christian values; hence, they promoted love towards God and others, humbleness and forgiveness, or even, according to the principal of St. John School, maintaining true faith and a healthy spiritual life. The principal of S. John School advanced additionally the values of responsibility and citizenship through insisting on the constructive role that student leaders are expected to fulfill in their society and nation.

On the other hand, students emphasized the values of care, empathy, humbleness while these values were slightly mentioned by the principals. The students of St. Basil School have alone discussed a student leader's caring and empathetic approach; according to them, a student leader is genuinely mindful, seeks to understand others' circumstances and support them. Further, five students from St. Gregory and St. John schools promoted humbleness by affirming that student leader do not boss around or overlook their peers nor seek to impose their power through violence while four other students highlighted patience among a student leader's attitudes.

In addition to the abovementioned personal qualities, each category of participants added dissimilar personality trait. On one hand, the three principals agree that student leaders

demonstrate diverse non-academic intelligence, which is not merely reflected in their academic performance, but also in the different talents they exhibit or even their capacity to comprehend attentively the context in which they are living. On the other hand, the student participants (fifteen students) discussed extensively student leaders' self-regulation abilities by describing two respective aspects; first, setting goals, and accordingly developing responsibility and commitment to attain them, and second, recognizing personal capacities and developing own's leadership potential.

Is a peacemaker and a community builder. The study participants seemed to agree (3 principals and 21 students) that being a peacemaker and a community builder is a key characteristic of a student leader. One principal along with nine students affirmed that student leaders play a major role in shaping the school environment, making it healthy, positive and cohesive. Seven out of the nine students are members of St. Basil School. The principal and students' perceptions were similar, yet with slight variability. In fact, while the principal and students discussed the role of student leaders in supporting their peers to enhance their academic performance and overcome the challenges encountered at school or at home, the students emphasized leaders' acts of sportsmanship as well as celebrating group achievements.

Furthermore, the study participants mostly agreed on the second dimension. Two principals and fourteen students believed that student leaders undertake active roles in solving conflicts arising at school; actually, two students asserted that conflicts are ideal instances for detecting a student's leadership personality. Both parties seem to agree that student leaders'

role extends beyond reporting occurring incidents or problems towards suggesting potential solutions. Students underlined mindfulness, patience and peacemaking in problem solving whereas the two principals highlighted diplomacy and reconciling opposing perspectives.

Similarly, a wide agreement is identified between the three principals and eleven students on the third dimensions. The participants' responses defined student leaders' mission of ensuring smooth communication between their classmates and the school administration. Both parties agree that student leaders represent their peers, communicate and negotiate with the school administration. In particular, the student participants described the approach of student leaders by promoting respect as well as being calm and rational. Besides, the principals and students agree on the status or format of student leadership that enables students to speak on behalf of their classmates; indeed, the participants agree that those leaders could be class representatives or members of elected student committees.

Plays an active role in school and community. The three principals affirmed that student leaders demonstrate social responsibility through engaging and volunteering in community projects and organizations. Students agreed with this characteristic, yet, with a lower frequency compared to the previous characteristics (only seven students). Notably, both categories of participants affirmed that student leaders handle responsibilities and initiate activities that enrich school life as well as service projects in their communities. Even though the students at St. Basil School have alone provided examples for student-led initiatives, the

principals affirmed that student leaders differ from others in influencing their peers to commit and engage in social activities.

Organizational Conditions and Factors Influencing Student Leadership Development

This section reports principals and students' perception of factors and organizational conditions that promote or hinder student leadership development. As this study employs a Grounded Theory method, which emphasizes exploring any process within its field settings, the choice was made to report factors and organizational conditions for each case separately. Such choice attends to the context of each selected case, seeks to detect the meanings expressed by participants by putting upfront the emerging links between their perceptions and their concrete experiences. While the principal participants were specifically prompted about their perceived influence of their schools' Orthodox identity on student leadership development, all participants (both principals and students) were able to generate similar themes for capturing all factors and conditions that influence student leadership development. This also consists a major finding of this study; the participants discussed the influence of (a) the school vision; (b) the role of principal; (c) the role of teachers; (d) the dimensions of the curriculum; (e) the school's extra-curricular activities and programs; (f) the school-parent relations; (g) the parenting style, and finally, (h) the socio-cultural context of school. The findings are presented under three sections; each identifying the perceptions of the school principal and students in each of the

selected cases; the commonalities as well as the differences between the principal and his/her students will be also detected.

St. Gregory School: Factors and Organizational Conditions Influencing Student

Leadership Development

St. Gregory School is a large school situated in a rural geographical location. It receives 2030 students coming from different neighboring villages and cities as well as diverse religious affiliations. A survey of the school principal and students’ perceptions of factors and organizational conditions is presented below. Table 4.5 summarizes the factors and organizational conditions mentioned by the principal and student participants at St. Gregory School.

Table 4.5
Factors and Organizational Conditions influencing Student Leadership Development as identified by the Principal and Students at St. Gregory School

	Principal	Students N=8
Orthodox Identity of School		
Respect for the uniqueness of each student	✓	-
A School Vision supporting Student Leadership Development		
Transmitting school ethos and values to students	✓	
Empowering and developing students' personalities and talents	-	4
School members modelling leadership and supporting students	-	1
Principal’s Influence		
Enacts a vision for empowering students		

Ensures teachers feel respected and valued in the workplace.	✓	-
Enacts as a role model	✓	-
Follows approach that supports students' voice		
<i>Receives and discusses students' opinions, concerns and proposals</i>	✓	6
<i>Guarantees channels of communication between students and school administration</i>	-	4
<i>Demonstrates a caring and attentive approach towards students.</i>	-	4
Builds leadership capacity of oneself, team members and teachers	✓	-
Hires personnel for supporting students	-	2
Provides students with opportunities to develop their leadership potential.		
Grants students school-wide responsibilities	-	6
Teachers' Influence		
Engage in personal and professional development opportunities to build their capacity to enact student leadership.		
Engage in professional development opportunities	✓	-
Collaborate among each other to guarantee their professional growth	✓	-
Enact a platform of values and principles that support student leadership development.		
Exemplify love in daily acts	✓	-
Demonstrate a caring and supportive attitude towards students.	-	7
Employ interactive and empowering teaching approach		
Link academic content to real life	✓	-
Adopt teaching techniques that promote active learning	✓	2
Demonstrate mastery of their subject matter	✓	-
Accommodate for debates and discussion within instructional time.		
Curriculum Characteristics		

Connects academic content to real life.	✓	2
Supports students ethical and moral development	✓	
Targets building students' personalities	-	5
School Extra-Curricular Programs and Activities		
Build students' character	✓	4
Empower students to undertake service initiatives.	✓	
Enable students to plan and lead school activities.	-	2
Characteristics of School-Parents Relations		
Maintain dialogue between parents and school	✓	-
Seek ways to attain alignment of learning goals between school and home.	✓	-
Parenting Style		
Model the leadership behavior	-	1
Nurture their children's talents	-	2
Enable their children to build their own belief system without indoctrination	-	2
Characteristics of Socio-cultural context		
Prevailing associations of leadership hindering student leadership development		
<i>Adulthood</i>	-	2
<i>Knowledge</i>	-	1
<i>Charisma</i>	-	1
<i>Manhood</i>	-	4
<i>Wealth and Power</i>	-	2
<i>Political Affiliation</i>	-	3
Discrepancy between school and home hindering student leadership development	✓	

Note. Factors and organizational conditions influencing student leadership development as identified by the principal and students at St. Gregory school

Orthodox identity of the school. The principal asserted that the Orthodox identity of the school infers respecting the uniqueness of each student and hence, creating an environment that accommodates for healthy interaction between. He states, "Our Orthodox identity, which

puts upfront building the Human Being without discrimination, allows our students to interact with each other in an environment that respects the uniqueness and talents of each person.” He explains that ‘raison d’etre’ of any church-affiliated institution is to model love and service and to treat every human being with respect.

Influence of the school vision. The principal and five students presented dissimilar dimensions of a school vision that supports student leadership development. In fact, the principal stressed upon the role of the school in transmitting its ethos and values to students; he reflects on the context of his school to confirm his perception:

We need to maintain our position as a school that builds the human being. There are no opportunities for amusement in this region; hence, the school must fulfill a cultural development role in addition to its academic role. The school feels responsible to educate the youth in order to avoid their veer towards drug addiction, smoking and alcoholism.

Comparatively, the students affirmed that a school vision that promotes student leadership development should entail a clear direction for developing students’ personalities and talents. According to students, such direction boosts each person’s self-confidence, as it respects students’ academic paths and interests and accordingly accommodates for activities that allow students to explore and develop their talents. Further, two students affirmed that the attention of school personnel should be given to all students, rather than the high-achievers among them; one student (St.Gregory-S5) asserts, “Some may not be performing well academically; yet, they can grow into leaders.”

Influence of the school principal. The principal and all students agree that principal's enactment of a vision that empowers students is essential for building the leadership capacity of students. The students added another dimension for principalship that is providing students with opportunities to develop their leadership potential; this dimension was not shared by the school principal.

Enacts a vision for empowering students. The principal and students (six students) largely agree on the influence of the principal through receiving and discussing students' opinions, concerns and proposals. For instance, the principal shared that he received the proposal of students who wanted to raise funds and renovate a local orphanage. On their side, students seemed to agree that a principal must not enact with authority that undermines students' opinions; rather, he/she can allow students to express themselves and respond to their concerns. One student (St.Gregory-S6) shares "Being a politician and a principal, our school principal's presence and role reflect authority; however, when dealing with students, he does not impose his authority, rather, he comes in and discusses with his students."

Furthermore, according to the principal, empowering students requires first guaranteeing the well-being of teachers. The principal seems to believe that only teachers, who feel respected and valued in the workplace, can contribute to the development of their students; hence, he acknowledges the role of principal in guaranteeing teachers' job security, "A teacher must feel comfortable, secured, respected and honored, and receive all the benefits he/she deserves in order to contribute positively at work. Also, the principal must remain an objective

mediator among teachers whenever a conflict arises.” The principal admits additionally that he holds a great responsibility to develop himself in order to be able to contribute to the development of others.

On the other hand, students at St. Gregory School described extensively the role of school principals that supports empowering students’ voice; particularly, they believed that the principal has an important role in guaranteeing the channels of communication between students and the school administration as well as demonstrating a caring and attentive approach towards students. To begin, the students believed that the channels of communication between students and the administration can be maintained by the head of the secondary division, especially if the principal will not be always available in large schools. Moreover, the students voiced their expectation from the school principal to care for students and to support them; one student (St.Gregory-S7) expresses, “We do not come to school to learn only. Students have feelings and face challenges in and out of school... Hence, the school principal must not treat students as machines.” The student (St.Gregory-S8) explains further:

The principal must not limit his role to the administrative management of the school. He must make the school more like a family. Some students face different challenges at home, and their only refuge is the school. So, if students do not feel confident to address the administration, the school administration must approach them first.

Furthermore, two students have alone mentioned the role of the school principal in hiring school personnel, in particular a social counselor, who will be in charge of supporting students especially those with poor self-confidence.

Provides students with opportunities to develop their leadership potential. Six students affirmed that the school principal could contribute to building the leadership capacity of students by granting them school-wide responsibilities. The principal's response did not allude to this dimension of principalship. Students affirmed their readiness to plan and handle school projects rather than being assigned merely implementation tasks; therefore, they voiced their request from the school administration to entrust students to lead. One student (St.Gregory-S3) affirms, "the school administration does not really trust all students to take such responsibilities. However, in order to become leaders, we need to prove ourselves. We need the school administration to trust us."

Influence of teachers. The principal and students agree that teachers play a major role in helping students grow into leaders; one student (St.Gregory-S5) even affirmed that teacher's influence is greater than the one of the school principal. Likewise, the principal acknowledges that teacher leadership is a prerequisite for student leadership; he explains, "every teacher must be a leader in his/her class, subject and teaching methods, otherwise the school fails. If you are a great leader but could not transmit this leadership to others, you achieved nothing: what have you done?" Nonetheless, the principal and students reported one common aspect for teachers' role that influences student leadership development. This aspect relates to teachers' adoption of

active teaching approaches. Otherwise, students and principals defined teachers' influence differently. The role of teachers in supporting student leadership development is explicated below.

Engage in personal and professional development opportunities to build their capacity to enact student leadership. It is noteworthy that the principal of St. Gregory School have alone confirmed the importance of teachers' engagement in professional development programs; this perception was not shared by the two other principals or by student participants. He believes that teachers' professional development is essential in an ever-changing educational world. According to him, professional growth occurs through taking part in external workshops or collaborating with colleagues; he mentions, "teachers must be empowered and trained to teach and implement new educational curriculum, and to develop their creative capacities... A school alone cannot achieve this goal without the governance of the ministry of education."

Enact a platform of values and principles that support student leadership development. The school principal expects teachers to exemplify love in their daily acts through supporting their students and being their advisors; he explains, "a teacher must love his/her students. Once students feel that a teacher loves them and cares about them, they will love him/her in return and engage further in the class." The student echoed the principal's perception, yet, they accredited teachers' caring and supportive attitude towards students. All student participants agree that teachers should be humble and friendly to remain close to

students and receive their concerns and opinions; one student (St.Gregory-S5) explains, “teachers who show support and concern to students and those whom we can talk to individually, can help their students become leaders.” Besides, two students added two nuances with respect to the influence of the quality of teachers’ relationship with students. One student (St.Gregory-S3) affirmed that teachers who trust their students, could help them grow as leaders; whereas, the student (St.Gregory-S6) mentioned the teacher’s age as a factor influencing the extent to which teachers understand what students are going through.

Employ interactive and empowering teaching approach. Both the principal and student agree that teachers must adopt teaching techniques that promote active learning and saw that as a factor that can contribute to promoting student leadership. The principal affirms that any academic content cannot be delivered in a rigid manner without allowing students with different aptitudes to comprehend it. The students confirmed the principal’s perspective by stating that teachers should encourage all students rather than the high-achievers among them as well as challenge all students and support them to develop their academic abilities. The student (St.Gregory-S4) shares, “some teachers do not want us to know more. They do not attempt to push the limits, and ask students to limit their knowledge to the content that is being explained.”

Besides, the principal mentioned two aspects for teachers’ empowering approaches. First, he believes that any teacher should master the subject he/she teaches and hence, prepare

thoroughly his/her lesson; and second, he asserts that teacher must be able to link their subjects to real life and students' experiences.

Accommodate for debates and discussion within instructional time. Five students discussed extensively the positive influence of teachers on student leadership development when they allow students to express themselves within instructional time. Interestingly, one student (St.Gregory-S5) affirms, “a teacher who prevents his students from expressing themselves wants to be the only leader in the class.” Students admitted that teachers, through their daily interactions with students, can identify students' personalities and recognize the circumstances they are enduring; according to students, such knowledge must trigger teachers to listen and support their students. The student (St.Gregory-S8) states:

This can happen when the teacher is convinced that his role is not limited to teaching lessons but to include in his/her session, dialogues on different topics that interest students. We expect him/her to stop his lesson to discuss any emergent issue, receive, accept and respect the opinions of all and then give his/her opinion before reaching a conclusion.

Influence of the curriculum. The principal and student participants acknowledged the impact of the school curriculum on student leadership development. Interestingly, the principal states, “if we want to nurture the spirit of leadership among students, we must do several things, among which, changing the curriculum adopted in school”. Both, the principal and students defined the characteristics of such facilitative curriculum. All agree that the curriculum should connect the content to be learnt to real life. The principal, being himself a social studies teacher, reflects for instance on the History curriculum, “we teach students obsolete concepts

from previous centuries while our Mediterranean region has been experiencing tremendous political changes and struggles.” He confirms that linking academic content to real life can support students’ ethical and moral development; he states,

When discussing elections process in the civics sessions, we need to show students what is currently happening in real life. Even if some practices are wrong, students must know them in order to change them in the future. There are bribery and frauds in elections; we cannot deny the reality...

On their side, students widely agreed that the school curriculum must include building students’ personalities through exposing them to leaders and allowing them to explore and develop their academic interests. Student affirmed that such curriculum should be student-centered by triggering students’ responsibility for learning and personal development.

Influence of extra-curricular activities and programs. The principal and students largely agree that the school’s extra-curricular activities and programs can potentially shape students’ personalities and develop their leadership potential. The principal and students mentioned different extra-curricular activities such as sports’ varsity teams, theater, music and fine arts sessions, in-house or out of house competitions in addition to projects entailing partnerships with NGOs. The study participants acknowledged the impact of these activities in building students’ character especially the role of sports and competitions in allowing youth to express themselves, motivating them and developing their self-confidence.

The principal defined extensively the perceived role of such activities. He advances four positive dimensions for these activities. First, he believes that they influence both students' personalities as well as students' interrelationships. He mentions, "Sports enable students to interact with people from different schools and regions... school activities and gatherings bring students along, strengthen relationships among them and break unhealthy competitiveness and hatred... these opportunities help exploring students' talents that might remain hidden in class." Second, the principal asserts that activities and clubs shape the school climate, making it comfortable, happy and welcoming for students. Third, the principal interestingly perceives the importance of these activities in his school's region; he states, "the youth of this region thirst for cultural and sports' activities. We produce a role-play and we show it in different villages in our region. In addition, our choir produced a CD recently. All these activities contribute to building the leadership personality of students." Finally, the principal asserts that extra-curricular programs can entail activities that promote social responsibility or awareness on different topics that are essential for students such as child protection.

On the other hand, students emphasized different dimensions for school's extra-curricular activities. They asserted that participation in these activities, and especially competitions, should be allowed for all students rather than the high achieving among them. Additionally, they voiced that such activities could be student-led, whereby students plan, design and implement these projects and activities while the administration will be in charge of

monitoring them. This opinion differs from the principal's perception who mentioned that professional experts should take charge in these activities.

Influence of school-parents relations. The school principal asserts that the school-parent relationships can support students' growth into leaders. The students did not mention this aspect. The principal asserted that such communication should envision guaranteeing parents' engagement in developing their children's leadership as well as aligning learning goals between school and home. Nonetheless, the principal did not mention any format for handling this communication other than general parents' meetings; for instance, he states:

It is very important to invite parents for awareness meetings. Additionally, we need to convince parents of the benefits of their children's participation in school activities and events. Some parents do not bring their children to these activities although their children have nothing to do at home; indirectly these parents are causing their children to opt for alternative bad habits.

Influence of parenting style. The students of St. Gregory School have alone acknowledged the impact of parenting styles on their children leadership development. In particular, the students believed that parents play a major role in modeling the leadership behavior as well as developing their children's personalities through nurturing their talents. Remarkably, two students emphasized parents' role in allowing their children to gradually build their own belief system without indoctrination; these students asserted that such parenting approach guarantees a tolerant mindset for children; one student (St.Gregory-S8) adds, "we

have seen kids repeating blindly political opinions of their parents. These kids cannot become leaders one day.”

Influence of the socio-cultural context. The principal and students extensively agree that the school’s socio-cultural context hinders student leadership development. The principal response affirms that school’s efforts to nurture leadership among students might go in vain, as students come from different environments and families. He asserts that a major gap has been created between the school and the society in what relates to children’s education and development. Nevertheless, each category of participants (principal and students) described differently aspects of their school’s socio-cultural context that influences student leadership development.

On one hand, according to students, the school’s external environment promotes a conception of leadership that does not support students’ growth into leaders. The students affirmed that leadership has been associated with different constructs. First, leadership seems to be supported among adults rather than youth; the student (St.Gregory-S5) affirms, “no great hopes are put on youth; student leadership does not gain importance in this area as much as it is given in the capital city.” Second, the students mentioned that leadership is acknowledged only for the knowledgeable and charismatic individuals. Third, students asserted that in a patriarchal society, leadership seems to be exclusively reserved for men; one student (St.Gregory-S1) mentions, “in our society, some men still believe that women cannot handle money... so these men will never accept seeing women in a leadership position representing them.” Fourth,

leadership is associated with wealth and power; a student (St.Gregory-S3) explains, “the people here are poor so they will not seek the leader who is competent, they will rather follow the person who is wealthy and powerful.” Fifth, the students mentioned an additional aspect that relates leadership with the individual’s political affiliation. They reported that an individual’s political affiliation can determine whether he/she can attain any leadership position or not; the student (St.Gregory-S6) tells, “during these coming parliament elections, we have a group of women candidates who are not affiliated with any political party, while the other candidates are affiliated with powerful political parties. We all agree that these women candidates will achieve nothing.”

On the other hand, the principal emphasized that the school’s external environment encourages youth’s veering towards different types of addiction or several bad habits. He described the environment as extremely conservative and unsupportive for education. In addition to that, he believes that the local society prevents students from exercising values learned at school, or even the society oppresses students; he states, “students go home and they are being oppressed by their parents, or political leader or family elder... this is devastating for students and this ruins all efforts conducted at school.” Finally, the principal affirms that the unavailability of amusement or leisure opportunities affects negatively the youth; he confirms, “The youth of this region thirst for cultural and sports’ activities.”

St. Basil School: Factors and Organizational Conditions Influencing Student Leadership Development

St. Basil School is a large school situated in a city, in a very diverse area. It has been established in 1979; currently, it educates 1350 students who come from the different neighboring communities. The responses of the principal and students put upfront different factors and school-related conditions that contribute to student leadership development. Table 4.6 summarizes the perceptions of the principal and students at St. Basil School.

Table 4.6
Factors and Organizational Conditions influencing Student Leadership Development as identified by the Principal and Students at St. Basil School

	Principal	Students N=8
Orthodox Identity of School		
Moral code of conduct that promotes love and service	✓	-
A School Vision supporting Student Leadership Development		
Equipping students to induce positive change in society	✓	-
Serving children as a goal for school members	✓	-
The school environment being collegial and caring	✓	-
Empowering and developing students' personalities and talents	✓	3
School members modelling leadership and supporting students	✓	-
Principal's Influence		
Enacts a vision for empowering students		
Sets the directions to teachers and administrators to empower students	✓	1
Enacts as a role model	✓	-
Follows approach that supports students' voice	-	-
<i>Receives and discusses students' opinions, concerns and proposals</i>	✓	4

<i>Guarantees channels of communication between students and school administration</i>	-	1
<i>Demonstrates a caring and attentive approach towards students.</i>	-	4
Builds leadership capacity of oneself, team members and teachers	✓	-
Engages parents in supporting the school's direction of nurturing leadership among students	✓	-
Provides students with opportunities to develop their leadership potential.		
Develops and offers activities and programs that develop student leadership	✓	5
Teachers' Influence		
Enact a platform of values and principles that support student leadership development.		
Exemplify love in daily acts	✓	-
Inspire respect and tolerance	✓	-
Promote tolerance	✓	-
Demonstrate a caring and supportive attitude towards students.	✓	5
Demonstrate and model leadership to students.		
Possess a strong and influencing personality	✓	-
Engage in school life and suggest improvement initiatives	✓	-
Employ interactive and empowering teaching approach		
Adopt teaching techniques that promote active learning	-	4
Accommodate for debates and discussion within instructional time.		
	✓	2
Curriculum Characteristics		
Connects academic content to real life.	✓	1
Supports students ethical and moral development	✓	-
Targets building students' personalities		2
School Extra-Curricular Programs and Activities		
Build students' character	✓	5
Empower students to undertake service initiatives.	-	1
Characteristics of School-Parents Relations		
Maintain dialogue between parents and school	✓	-
Seek ways to attain alignment of learning goals between school and home.	✓	-

Characteristics of Socio-cultural context

Families seeking tolerant and open education for children	✓	-
Religiously and Culturally diverse communities	✓	-
Abundance of NGOs providing students with opportunities to develop civic commitment	✓	-

Note. *Factors and organizational conditions influencing student leadership development as identified by the principal and students at St. Basil school*

Orthodox identity of the school. The school principal believes that the Orthodox school envision equipping students with values, which are primordial for developing a leadership personality. In addition to respecting the uniqueness and freedom of each student, the principal explains, “we seek to develop individuals who think deeply, and take decisions based on critical thinking, tolerance and service... because any act must emanate from love and free-will.”

Influence of school vision. The principal and students affirmed that developing student leadership requires first elaborating a vision that engages all school members. The participants seemed to agree on one component of this vision, which is empowering and developing students’ personalities and talents. Nonetheless, the principal advanced additional specific components for such vision. Namely, she mentioned the role of school in serving children and equipping them to induce positive change in society and affirmed that a school that contributes to developing student leadership is characterized by its caring and collegial environment in addition to the fact that all of its members model leadership to students.

All principal and student participants agree on the role of school in developing students' leadership through building their self-confidence and allowing them to express themselves, the student (St.Basil-S3) affirms, "being able to express ourselves and speak our minds is a motivation for becoming leaders and active members of the society." Furthermore, the students seemed to emphasize the responsibility of school in empowering their students. One student (St.Basil-S7) explains:

The school must adopt two pillars for developing the leadership of students. The first pillar is the social dimension through promoting teamwork and effective communication. The second pillar is the individual dimension through strengthening the skills of each person on all levels.

The principal however presented an elaborated description of the dimensions of a school vision that supports student leadership development. The first dimension reflect her belief in the role of student leadership in inducing positive change on the national level; she explains:

As educators, we cannot merely look at the academics... math and sciences will not help students if the country collapses. We are responsible for developing the leadership of students because they will build the future for our country... We want our learners to be distinguished in any field they choose in order to make change in this country. We believe that our country's future directions will be influenced by the choices and acts of our young graduates.

Another dimension of the school vision, described by the principal, relates to the school's internal environment. The principal confirmed that the school aspire to have an environment that is collegial and family-like, where all school members exercise respect and care. Additionally, the principal prefers that the school environment promote collaboration and conducive team spirit, where collective goals are emphasized rather than personal objectives and benefits. She adds, "the environment must accommodate for healthy competition with sportsmanship while envisioning guaranteeing the best benefit of our children." Accordingly, the principal stress upon the role of school members in serving learners, supporting them and modelling leadership in their daily acts.

Influence of the school principal. The principal along with students agree on the great influence of the school principal in nurturing leadership among students, in particular, they considered it to be reflected in the principal's role in (a) enacting a vision for empowering students; and (b) providing students with opportunities to develop their leadership potential.

Enacts a vision for empowering students. The study participants affirmed that the school principal holds the responsibility of implementing a vision for promoting student leadership. To begin, an agreement was found on the role of the principal in setting the directions to teachers and administrators to empower students. The principal asserts that setting such directions cannot be merely through communicating expectations to teachers and administrators; rather, it requires first the principal to model leadership for his/her school members; she states:

A principal can encourage those who are doubtful about their ability to influence students' leadership through being a role model. The school principal must be himself a leader; not a dictator but a person who possesses leadership qualities and exercises willingly this leadership throughout his/her life experiences at school or outside of school.

In addition to modeling leadership, the principal believes that empowering the school's administrators and teachers through building their leadership capacity will influence their commitment to nurture leadership among their students and most importantly, enable them to reflect leadership to their students. The principal explains that this task might be challenging especially for teachers who are only concerned with teaching their subject matters; nevertheless, she reflects on her experience:

I believe that I was able to empower few people in my team. I worked close with them; I did not tell them directly that I am training them; yet through my approach and trust, they were able to develop their leadership. As long as the principal is exercising leadership through his/her work with his/her team, leadership will be naturally reflected to team members and through them to the wider population of teachers and students. You will still have people who are not convinced of this direction; yet they will be a minority.

Another factor that the principal and students agreed on relates to the principal's approach for supporting student voice. The participants explained that the principal can influence student leadership through listening and receiving students' opinions and discussing their concerns and proposals. Students communicated their appreciation of the principal's acts

for coming into their classrooms to discuss their concerns; whereas, the principal highlights the importance of giving credit to students whenever they are right in addition to communicating rationale of any decision taken. She reflects:

I discuss with students their viewpoints; even if they leave my office not convinced, they will at least know my standpoint. Eventually I need to take decisions that might not convince everybody; nevertheless, they have the right to know my rationale... this will allow them to accept my decisions.

In addition to the above, four students expressed how motivating could be the principal's approach in receiving and implementing students' proposals and initiatives, especially those concerning student leadership development. The student (St.Basil-S4) argues, "the fact that our principal was aware of our need for a leadership development program, and the fact that she accepted our proposal are acts of leadership"; also, the student (St.Basil-S2) shares:

It is very gratifying and motivating when our ideas and proposals are received by the administration. Since our principal is approving such programs and receiving such initiatives, she is cultivating the sense of leadership among us and motivating us to continue to pursue such initiatives.

As for the channels of communication between the students and the principal, the head of division seems to link both parties; the principal affirms, "students know that they can come to my office to discuss any concern; yet, I only encourage them to address first their teachers or direct supervisor and adopt the right channels of communication."

Moreover, according to students, a principal that supports his/her students' growth into leaders demonstrates a caring and attentive approach. The principal will hence tolerate students' opinions or even wrongdoing, and trigger them to reflect on their acts. Besides, the students advanced different examples that reflect the principal's approach for supporting students whenever being exposed to harmful content on social media or cyberbullying. This approach puts upfront the principal's awareness of what students are encountering as well as her commitment to nurture values among students through school rules and programs; for instance, the student (St.Basil-S4) tells, "when we were in grade 6, many of us received threats on social media and experienced bullying... this caused a hassle. We knew that we could resort to our school principal... We received great support from her."

On another hand, the principal has alone mentioned the role of school administration in engaging parents to convince them to promote leadership in their children. She stressed on communicating clearly this school's direction to parents throughout the different encounters such as the general parents' meeting with principal or the follow up meetings conducted by the head of division or, remarkably, indirectly, through the way the principal and teachers deal with every student at school. She explains:

Parents entrusted us to educate their most valuable human beings... Hence, through our way of communication with parents, this trust will increase or will be lost. Here comes our role; we need to show them that we trust their children and that we are committed to building their children's personality. Parents will eventually detect their children's development through witnessing acts and behaviors, their presentations, debates and performances.

Provides students with opportunities to develop their leadership potential. The principal and students both agree on the facilitative role of the school principal to promote student leadership when providing students with activities and programs to develop their leadership potential. The participants based their perceptions on their school life experiences. On her side, the principal presented the different programs conducted at her school, which she believes potentially contribute to building student leadership since their early ages. She mentions the programs: (a) the ‘Advisory and Awareness Programs’, which provides all grade-level-students with a space for expressing themselves, discussing and debating; (b) the ‘Youth Talks’ program that targets the teenagers; and (c) the ‘Youth Stewardship and Cultural’ programs for the secondary students. The principal asserts that there are more opportunities which school can explore to support the current generation, and accordingly she tells the story behind launching a recent student leadership program at her school:

We have explored this year a new opportunity that helps our students gain more exposure to different developmental experiences outside of the school or even abroad. We received a guest speaker in our cultural program who triggered learners’ interest in developing their leadership potential. Accordingly, we launched a new leadership development program that was suggested by learners... Learners engaged actively in these sessions although these were done on Saturdays; they all perceived the benefits of this program.

On their side, the students agree on the role of the school principal in introducing programs or approving students’ initiatives that envision building the personalities of students,

and developing their talents and character. They expressed their appreciation for receiving and implementing their proposal of a student leadership program; the student (St.Basil-S2) affirms, “in the recent years, many programs have been introduced; many of these programs help us develop leadership skills.”

Influence of the teachers. Despite the agreement of the study participants on the role of teachers in supporting their students’ growth into leaders, there is discrepancy between the principal and the students on how this influence takes place. An alignment could only be identified in what relates to (a) teachers’ caring and supportive attitude towards students, and (b) accommodating for debates and discussions within instructional time.

Enact a platform of values and principles that support student leadership development. According to the school principal, teachers are on the frontline, and hence, they are best positioned to influence student leadership especially through modeling a platform of values and beliefs that support student leadership development. She believes that teachers are able of incorporating values into their relationships with students, in their classroom and their teaching methods. The students echoed this perspective and added that teachers hold a major role in nurturing respectful social norms among their students.

Moreover, there is wide agreement between the principal and students on the impact of teachers’ caring and supportive attitude on student leadership development. Mostly, the study participants emphasized teachers’ listening to students. The principal affirms:

This generation is different from the previous ones. Previous generations would not dare to argue with a teacher while the current generation of students insist on

expressing their opinions whether the teacher will consider their opinion or not. Hence, teachers play a major role in making their students feel comfortable to express themselves.

Likewise, students seemed to value teachers who encourage students to engage in the classroom, especially if students do not show keen interest in their subject matters, in addition to those who listen to them and give them advice. Students believed that such approach influences positively students' active engagement in class. The student (St.Basil-S3) shares an experience that highlights teachers' role in supporting secondary students in their career choices:

At this time, I was facing challenges regarding my career choice. I needed the help and advice of my teachers. I asked one teacher several times for her advice, nevertheless, she never found time for us to meet and she never listened... On the contrary, as soon as I asked another teacher for advice, she listened to me and shared her opinion. She gave me different choices objectively. You can recognize the teachers who really care, and are committed to listening to students rather than merely teaching academic content.

In addition to the above, the principal mentioned other values that teachers must exemplify in their school life; namely, love. They accentuated that love characterizes the mission of educators, "a teacher's acts must derive from love rather than a sense of duty or work." According to the principal, love infers enacting a respectful and tolerant mindset through inspiring healthy communication and mutual respect rather than misplaced familiarity

between the students and teachers. She stressed also on the importance of teachers tolerating students' opinions and admitting that they might be right.

Accommodate for debates and discussions within instructional time. The principal and students confirm that teachers facilitate leadership development within their classrooms through opening the floor for debates and discussions. For instance, the student (St.Basil-S6) affirmed that discussions are needed in the classroom as much as learning subject matters; whereas, the student (St.Basil-S3) voiced the importance of having a free space where the ideas and opinions of each student can be openly discussed. Similarly, the principal described the different classroom management actions that are conducive to developing student leadership:

There are many teachers, which I can recognize as leaders. Some of them are very open; they are relaxed and make the class very comfortable for all within the boundaries of respect. You can feel that their class is 'light' with many opportunities for communication and debates. Other teachers adopt more serious approaches; yet, at the same time, they listen to their students. Both styles can lead to the same objectives.

Employ interactive and empowering teaching approaches. Students believed that teachers contribute to developing students' leadership potential through their classroom interactions. The student (St.Basil-S2) shares, "teachers know our personalities, our potential and our capabilities. So if teachers find in you the little spark or the drive you need, they will cultivate that spark and motivate you to grow as a leader." Remarkably, the students discussed the positive impact of class assignments on student leadership development, in particular group

projects. Students affirmed that such projects contribute to developing students' self-confidence, communication and public speaking. The response of the student (St.Basil-S4) puts upfront a nuance related to teachers' assessment of students' class work:

Our classmate presented her project in a very boring manner... I believe that the teacher's role is to teach us how to build confidence, speak in public and gain the attention of the crowd. Nonetheless, the teacher praised the student for memorizing the presented information and overlooked the boring presentation style.

Demonstrate and model leadership to students. The principal strongly believes that teachers shape their students' leadership personalities, through reflecting their leadership qualities to students. She affirms that teachers who possess a leadership identity and believe in their students' capacities will generate student leaders; she notes, "it is not the subject content that influences leadership development, rather, the teacher's personality. I can recognize a Physics teacher who contributes to building the leadership of his students through his teaching method."

Influence of the curriculum. All participants seemed to agree that the taught curriculum can potentially influence student leadership development; additionally, they agree that the current Lebanese curriculum does not fulfill this role. The principal and students identified two characteristics for the curriculum that promote student leadership: (a) a curriculum that connects academic content to real life, and (b) a curriculum that allows students to explore and develop their interests and talents. The principal however added two other

dimensions; the first reflects her conviction that curriculum planning cannot be rigid and pre-packaged; rather, it must accommodate for teachers students' input and creativity. The second dimension relates to the educational purpose of schooling. Indeed, the principal asserts that values should be incorporated within the academic content; she reflects:

Scientific subjects are ideal for developing student leadership. Social studies subjects contain also material that could be related to leadership. In scientific subjects - I can reflect on my experience as a math teacher - I once gave a workshop on incorporating values in the math sessions. Many would think it is impossible to nurture values while teaching math. I believe this is possible.

Influence of extra-curricular activities and programs. The principal and students affirmed that the school's extra-curricular activities and programs contribute to student leadership development. All participants defined the characteristics of these activities and programs; they based their responses on activities or programs that are currently adopted at school. They extensively agree that the extra-curricular activities build students' character through developing their self-confidence, interpersonal and communication abilities. The students reported the positive impact of programs such as the 'Toast Master' club, the 'Model United Nations' program, the 'Life Skills' program and the sports' varsity teams. One students (St.-Basil-S5) shares, "many students have benefited from programs and clubs that the school introduced. We had a very shy classmate with whom I enrolled in the Toast Master club. Throughout the program, she developed her skills and gained more self-confidence." Further, the principal and students accentuated the contribution of such programs in exposing the

students to different fields and enabling real life learning. For instance, the principal describes the benefits of the career guidance program, which entail participating in internships locally or abroad:

There are opportunities for our learners to explore the work field through doing internships that help them make the right career choices. These are called summer summits; some students did it at the John Hopkins, School of Medicine as well as in local universities. These opportunities are important for our learners to meet students from different cultures and backgrounds, whether in Lebanon or abroad. Such exposures develop their personalities and enrich their life experiences.

In addition to the above, one student (St.Basil-S1) affirmed that extra-curricular programs empower students to undertake service initiatives and accordingly induce social change. She reflects on her experience within the school's Youth Stewardship Program, in which students complete volunteering social work with NGOs of their choice:

Although we all felt obliged to do social work, we were pleased to go out and search for means to help others. I volunteered with an NGO that supports blind people. This experience helped me take a new initiative in my life. Therefore, I recommend that school increase the number of trips and activities that have social purposes; we need to be more exposed so that we can help more.

Influence of school-parents relations and parenting style. The principal agrees that a dialogue that envisions attaining alignment of learning goals between school and home is primordial for supporting school's attempts to develop student leadership. Despite her claim that parents of students in higher grades are less involved in their children's school life, the

principal emphasized that any communication with parents should promote students' holistic development.

Moreover, the principal believed that the objective of developing student leadership could be achieved only if parents make rational choices for empowering their children and developing their tolerant and open mindset. In that regard, the principal reflected on the styles of parents who have enrolled their children at St. Basil School. She claimed that those parents believe in gender equality and hence, they seek to empower their girls; additionally, they made the choice of enrolling their children in religiously diverse school in which openness and tolerance are celebrated.

Influence of the socio-cultural context. The principal agreed that the socio-cultural peculiarities of the community the school serves could potentially support student leadership development. She affirmed that families are well educated; they mostly possess an average socio-economic status that allows them to enroll their children in private school as well as other cultural and sports' activities outside of the school.

In addition to that, the principal confirmed that the school's neighborhood includes different religious backgrounds; hence, they seek an education for their children that is open and tolerant. She explains, "they lived together and survived the civil war without quitting this area. We have not witnessed a separation or isolation among communities. This fact preserved this area's diverse identity."

St. John School: Factors and Organizational Conditions Influencing Student Leadership Development

St. John School is a medium-sized school located in an urban area. It was established in 1940; currently, it educates 570 students. It is noteworthy that among the three principal participants selected for this study, only the principal of St. John School is a priest. A detailed presentation of the principal and students' perceived factors and organizational conditions that influence student leadership development is presented below. Table 4.7 presents a summary of the principal and students' perceptions of factors and organizational conditions that influence student leadership development.

Table 4.7
Factors and Organizational Conditions influencing Student Leadership Development as identified by the Principal and Students at St. John School

	Principal	Students N=8
Orthodox Identity of School		
Moral code of conduct that promotes love and service	✓	-
A School Vision supporting Student Leadership Development		
Reflecting the teachings of the Gospel	✓	-
The school environment being collegial and caring	✓	-
Empowering and developing students' personalities and talents	✓	7
School members modelling leadership and supporting students	✓	2
Principal's Influence		
Enacts a vision for empowering students		

Channels students' negative attitude into positive leadership	✓	-
Sets the directions to teachers and administrators to empower students	✓	-
Enacts as a role model	-	3
Follows approach that supports students' voice		
<i>Receives and discusses students' opinions, concerns and proposals</i>	✓	1
<i>Guarantees channels of communication between students and school administration</i>	✓	-
<i>Demonstrates a caring and attentive approach towards students.</i>	✓	3
Builds leadership capacity of oneself, team members and teachers	✓	-
Considers the students' contexts when implementation of school rules	-	7
<hr/>		
Provides students with opportunities to develop their leadership potential.		
Grants students school-wide responsibilities	✓	-
Develops and offers activities and programs that develop student leadership	✓	2
<hr/>		
Teachers' Influence		
Enact a platform of values and principles that support student leadership development.		
Inspire respect and tolerance	✓	-
Demonstrate a caring and supportive attitude towards students.	✓	-
Identify students' leadership potential.	-	4
<hr/>		
Demonstrate and model leadership to students.	✓	
Possess a strong and influencing personality	✓	-
Engage in school life and suggest improvement initiatives	✓	-
<hr/>		
Employ interactive and empowering teaching approach	✓	
Adopt teaching techniques that promote active learning	✓	6
<hr/>		
Accommodate for debates and discussion within instructional time.		4

Curriculum Characteristics

Targets building students' personalities	-	3
School Extra-Curricular Programs and Activities		
Build students' character	✓	4
Empower students to undertake service initiatives.	-	4
Enable students to plan and lead school activities.	-	3
Characteristics of School-Parents Relations		
Maintain dialogue between parents and school	✓	-
Characteristics of Socio-cultural context		
Prevailing associations of leadership hindering student leadership development	-	-
<i>Manhood</i>	-	3
<i>Wealth and Power</i>	-	1
<i>Inherited positions</i>	-	1
Discrepancy between school and home hindering student leadership development	✓	-
Abundance of NGOs providing students with opportunities to develop civic commitment	✓	-

Note. Factors and organizational conditions influencing student leadership development as identified by the principal and students at St. John school

Orthodox identity of the school. The principal of St. John School confirmed that the components of the school's Orthodox identity lay the foundations for student leadership development. Nonetheless, he affirmed that no direct reference to developing student leadership is stated in the mission of the Orthodox school; he explains:

I am not sure that the Orthodox school is a pioneer in developing the leadership potential of students. However, we are certainly invited to fulfill this role. If I want to

reflect on our modest experience in our school, I would say that we are discovering the path towards building the leadership potential of students.

The principal asserts that the vision of the Orthodox Church towards student leadership cannot but stem from the teachings of the Gospel and accordingly reflect faith and Christian values. In that sense, the principal presents two directions for student leadership development. The first direction infers nurturing the spirit of the Gospel among students through calling them to love, support and think of each other in addition to rejoicing in life without forgetting that it is temporary; he explains:

Our students should know that every person has the right to work and earn money to live; yet, at the same time, to support his brother who is not able to live with dignity... We teach them that, in whatever they do, they must think of others... These are the teachings of Jesus... If our schools will not transmit the word of God, than it would be better to close them... There are many schools doing great achievements in education; nonetheless, we cannot be just like any other school merely teaching academic subjects and curricula.

The principal also explained the Orthodox school's commitment to empowering students to employ their leadership constructively in the society:

A person who possesses leadership can initiate a gang or work according to destructive principles. Hence, we cannot empower our students only to fulfill their desires or gain money. We cannot build a good community with citizens being guided by their selfishness... these persons would sacrifice their friendships to gain power

instead of looking at the best benefit of all... Rather, we feel responsible for nurturing students who work for the well-being of their society.

According to the principal, a Christian spirit must be felt among all school members, officers, including teachers and students if student leadership is to be nurtured on a foundation of moral conduct; He explained such moral conduct cannot be merely promoted among students; rather, it should be reflected through the ways people communicate and interact with each other.

Influence of the school vision. The study participants agreed that having a vision for student leadership is essential for guiding all efforts exerted in that direction; indeed, one student (St.John-S8) mentioned, “there must be an agreement among school administration and teachers on the way for developing the leadership potential of students.” Accordingly, the analysis of the results shows that the principal and students agree on two elements of this vision as conducive to developing student leadership: (a) empowering and developing students’ personalities, and (b) school members modelling leadership and supporting students. Whereas the school principal pointed at two additional dimensions by affirming that student leadership must reflect the teachings of the Gospel and develop in a collegial and caring school environment. Empowering students can be done in a collegial and caring school environment.

All study participants asserted that respect should be demonstrated through enabling student voice, hence, allowing students to express themselves. The principal strongly advocated

for treating every student with respect; he believes that respect empowers students through developing their self-confidence. One student (St.John-S1) explained, “the school contributes to building our leadership personality through giving us the freedom to express ourselves, build a strong personality, and talk freely and honestly.” The principal also mentioned:

Every student must be treated with respect. Hence, any student who wishes to see me, I welcome him and listen to him. Even if he is a troublemaker, I receive him, listen to him before judging him and give him credit for his correct acts. I believe that through the respect of the older to the younger, students feel empowered and gain self-confidence.

The principal added that respect towards students should be unconditional, especially towards those weak or low achieving students. He explained, “we must praise the high achiever and empower the low achiever... We need to deal with weak students in a fatherly/motherly approach.” The principal believed that respect guarantees students’ care, trust in their school, triggers them to become partners in the teaching and learning process and maintains their connection with school even after their graduation.

Interestingly, a dilemma emerged among students in the focus group discussion in relation to the school’s vision to empower and develop students’ personalities. On one side, students seemed to agree that the school’s direction to empower all students is unrealistic, or more toxic as it will engender clashes among the student leaders; one student (St.John-S3) explained, “in a school where all students are leaders, many problems will arise. If all are strong, there will be antipathy among each other... if we don’t have students who follow those with strong personalities, clashes will happen.” Another student (St.John-S2) argued that some

students risk abusing their acquired leadership potential. On the other side, the student (St.John-S7) advanced a resolution for this dilemma by affirming that each student leader possesses a unique personality and that all are called to complement each other.

Furthermore, the principal and the students commonly defined another dimension for the school vision, by agreeing that a school in which all adults model leadership in their daily acts and support students can support student leadership development. The student (St.John-S1) affirmed, “it is not the school building that matters... what matters are the individuals who teach you to become a leader through their way of dealing with you. Those are themselves leaders and role models.”

In addition to the abovementioned pillars, the principal have alone asserted that any vision for student leadership must emanate from the teachings of the Gospel. He explained, “I believe the values, upon which student leaders must act, must stem from the gospel especially the values of love, and good citizenship.” In that context, he added that the implementation of this vision for student leadership requires a school environment in which students feel appreciated and heard and adults apply the “law of love.”

Influence of the school principal. The principal and students widely agreed that the school principal holds the burden of putting a vision for student leadership development into action as well as providing opportunities that facilitate students’ growth into leaders. It is worth reporting St. John school principal’s reflective response. In fact, he admitted that student leadership development has not been listed on his principalship agenda, nor he seemed sure that

his approach contributes to building students' leadership capacity. However, he believed that such direction is essential for his school; he reflected, "we are a traditional school that is attempting to change gradually. I am not sure what could be the balance between freedom [for students] and chaos." Nevertheless, this opinion has not prevented the principal or students to define extensively the following dimensions of the principal's influence on student leadership development.

Enacts a vision for empowering students. The analysis of the results showed that the principal and students agreed only on two sub-characteristics that define the principal's approach for supporting student voice. To begin, the principal and the student participants affirmed that seeking students' opinions as well discussing their concerns and proposals are empowering attitudes that place the school "on the right track of student leadership development" (St.John-P). The students expressed appreciation for a school principal who would ask for their opinion in any change initiative introduced by the school rather than merely discussing initiatives suggested by students; the student (St.John-S5) explained:

A principal can help his students grow into leaders. For instance, if students want to do a school-wide project or the school desires to change anything in the curriculum, he/she asks for students' opinion and engages in a dialogue with them in order to understand their request and fine-tune their viewpoints.

Furthermore, the principal along with three students confirmed that the school principal's caring and attentive approach empowers students. All seemed to value principals' acts of treating students without discrimination based on their academic grades, listening to

students and remaining close to them, entering their classrooms to hear their concerns or receiving them in his/her office. The principal elaborated further this dimension of principal's influence through reflecting on his personal experience. He affirmed the importance of instilling a perception for student leadership different from the prevailing stereotypes. Indeed, the principal seemed to believe that students' disruptive behaviors might reflect leadership; hence, he confirmed the principal's role in channeling students' negative attitudes into positive leadership; he stated, "those troublemakers are mostly trying to tell others that they are able to achieve something. Our role is to understand these situations, and read our students in order to transform troublemaking into leadership." The principal considered that achieving this goal requires meeting students and listening to them, collaboratively reflecting and identifying mistakes or roots of conflicts and accordingly being responsive to students' concerns, and reasonable and positive solutions. For instance, the principal shared an incident that occurred among grade eleven students:

In our Grade 11 class, we had few student leaders who were constantly confronting each other; eventually, a serious clash occurred. In fact, those students nominated themselves responsible for the class and started a project for their graduation. However, their leadership potential was expressed in an authoritative and bullying approach. When we sensed this issue, we did not want to break these 'leaders' personalities nonetheless, we knew that such situation required the administration to hold some sort of punishment. When things cooled down a little bit, I met with the students, showed that I understood their behavior and even highlighted the positive aspects of their behaviors. Together, we identified the mistakes and the consequences of working without informing the administration and without collaborating among

each other. We expressed clearly that the administration wants to support them, and then we held democratic class elections in order to choose a committee of students. The process was democratic and transparent and we were responsive to their concerns and requests. This process was a learning experience for all and all students gained self-confidence.

In addition to the above, the principal and students advanced dissimilar dimensions for principal's enactment of a vision for student leadership development. On one hand, the principal believed that building students' leadership requires first the school principal to develop his/her own leadership capacity and to set clearly the directions to school members (heads of divisions and teachers) to empower students; he explained "we should be clear with teachers that we need to empower students' self-confidence and develop their leadership." In particular, the principal confirmed the role of the heads of divisions and class advisors in (1) listening to students' concerns, (2) accepting their initiatives, (3) praising the high achievers and empowering the low achievers, in addition to (4) helping students identify the right way of behaving.

On the other hand, three students affirmed that students follow the leadership model set by their school principal. For instance, students reflected on their principal's approach in communicating with students and solving conflicts, and appreciated the example he set; the student (St.John-S1) shared:

I have always looked up high to our principal. When solving the arising conflict in our class, he came to our class and admitted the mistakes the administration has done and

accordingly asked us to forgive each other for the mistakes committed against each other. In this way, he showed us that there is mutual respect between the principal and students without any sense of superiority from the principal's side.

Remarkably, the students of St. John School (seven students out of eight) have alone discussed extensively the interconnectedness of principal enforcing school rules and student leadership development. However, students' responses have put upfront a discrepancy in their perceptions. In fact, while two students affirmed that school rules could help students develop their sense of responsibility; two other students believed that strict rules can lead students to act with dishonesty. In contrast, four students presented a resolution for this dilemma by claiming that school rules must be implemented while considering students' circumstances. For instance, the student (St.John-S3) mentioned, "the context of each student must be taken into consideration in order to avoid being unjust towards him/her;" also the student (St.John-S6) affirmed that school rules should not be rigid in order to avoid suppressing students, nor loose in order to allow students to acquire sense of responsibility.

Provides students with opportunities to develop their leadership potential. Some study participants (the principal and two students) mentioned the principal's facilitative role in the course of student leadership development. They agreed that the principal contributes to building students' leadership capacity through developing and offering leadership development programs. For instance, the students mentioned having the opportunities to enroll in training programs on leadership skills or to take in activities and competitions outside of the school. In

contrast, the principal believed that such programs need to be elaborated by professionals without excluding students' voice; he mentioned, "we are currently relying on our care, love and guidance to students... yet, we definitely need to integrate leadership development programs into our school."

Furthermore, the principal mentioned the school principal's role in granting students opportunities where they hold responsibilities that can help them develop their leadership potential; he reflected:

Some students are reserved; hence, they will wait until you ask them to demonstrate their leadership potential. They probably possess great leadership potential but never mentioned or proved it. Our role is to discover these students and assign them leadership roles or responsibilities that might help them develop.

The principal added that these opportunities requires granting the students a certain degree of freedom to work and express themselves to ensure students' success while holding these responsibilities.

Influence of the teachers. The study participants agreed on two characteristics of teachers' role in supporting student leadership development: (1) enacting a platform of values and principles that support student leadership development, and (2) employing interactive and empowering teaching approaches. Otherwise, the principal believed that teachers contribute through demonstrating and modeling leadership to students, whereas the students highlighted

the importance of allowing discussions led by teachers within instructional time class that give the students an opportunity to engage in debates.

Enact a platform of values and principles that support student leadership

development. The principal and students agree that to enhance leadership development, teachers' approaches should reflect a set of principles that support empowering students. However, the principal and students advanced different values and principles that serve towards this goal. On one side, the students believed that teachers who contribute to the leadership development of their students are those who are most attentive to students' school life. In fact, the students agreed that teachers are able of identifying the leadership capacity that each student possesses and accordingly help him/her explore it and develop though encouraging him/her and assigning him/her different responsibilities.

On his side, the school principal added that teachers must allow students' initiatives and support their students to achieve their responsibilities with freedom, which will guarantee students' active engagement at school. In addition to that, the principal believes that teachers could inspire respect and tolerance among their students through their daily interactions and hence, allow their students to feel valued in the classroom. He also explained that teachers can additionally inspire trust through their attitude towards students' wrong answers; he explained, "many students become hesitant due to the teacher's approach in dealing with wrong answers. Nevertheless, a teacher must inspire trust in the classroom."

Employ interactive and empowering teaching approach. The principal along with six students discussed the influence of teachers' instructional approach on student leadership. They emphasized the active teaching techniques that teachers could employ for developing their students' capacity. Students' responses in that matter focused mainly on the importance of team projects and team leadership opportunities. Indeed, six students agreed that assigning team leadership to different students could allow students to develop self-confidence, and trigger them to support and empower their peers. In that regard, students added two nuances. They mentioned the importance of giving an opportunity to each student to lead a team project rather than to restrict team leadership to those possessing a clear leadership potential. Also, they voiced that teachers could reflect with team leaders on the challenges they faced in order to help them grow as leaders.

Moreover, the principal's responses evolved around teachers' classroom management approach. He mentioned teachers who keep a moderate voice tone, demonstrate mastery of their field and accordingly trigger students' interest in the subject. Besides, the principal presented teachers' rigid approach as a factor hindering student leadership development; he explained:

Teachers cannot spoon-feed students and treat them as vessels. There are teachers who are rigid in their way of thinking and teaching methods. They need to listen to students, they will probably come up with a new method to solve a problem. Unfortunately, some teachers would not accept the student's suggestion as it is not similar to their way.

Additionally, four students expressed that teachers need accommodate for debates and discussion within instructional time classroom. They explained that debates or discussions should consist of opportunities for developing student leadership; they further expressed their appreciation of teachers who listen, discuss and advise their students. One student (St.John-S6) shared:

Few teachers allow us to use the class time to discuss different issues we are facing... they share their opinions and help us find solutions. Hence, they teach us to take responsibility for our acts and grow into leaders.

Demonstrate and model leadership to students. The principal discussed two dimensions of teachers' agency that facilitates students' growth into leaders. He emphasized first the role of teacher leaders' strong and influencing personality, "I can detect a teacher's leadership potential in meetings. You can easily identify the person whose opinion influences others. Such opinion is deliberate and creative. Also, you can see that this person easily attracts others' attention." Nonetheless, the principal admitted, "if a teacher possesses leadership in the sense that he/she has a strong personality, there is a risk that he/she will not transmit this leadership to students."

The second dimension relates to teachers' engagement in school that could be identified through demonstrating a sense of responsibility for school as well as suggesting school improvement initiatives. The principal described:

Teachers who possess leadership, are just like everyone; they are hard workers and earn the same amount of money; yet, when they leave school, they keep school as their concern. Their sense of responsibility pushes them to do more. For examples, a teacher leader would call you [call the principal] at an unexpected time to share an idea which he/she believes can enhance the school.

Influence of the curriculum. Three students at St. John school discussed briefly the influence of the school curriculum. The principal has not listed the school curriculum among the factors supporting student leadership development. The students discussed the potential contribution of each curricular subject on students' personalities. For instance, the student (St.John-S2) affirmed, "scientific subjects help students develop their way of thinking while literary subjects enable students to express themselves. All subjects have beneficial roles."

Influence of extra-curricular activities and programs. There is wide agreement among the principal and students that in-house or external extra-curricular activities nurture the spirit of leadership among students. They mentioned the following activities and programs: arts competitions, fund raising events, competitions done in collaboration with local universities, career guidance program. Foremost, the participants agree that these activities enrich students' characters through developing their interpersonal abilities and building their self-confidence.

Furthermore, the students seemed to agree that extra-curricular activities empower students to undertake service initiatives. They communicated, at several instances, their conviction that students can handle social responsibilities; volunteer with NGOs and that the school's extra-curricular activities can develop students' care and responsibility.

Besides, the students discussed that the different extra-curricular initiatives could be introduced by the parents committee or suggested by the students committee. The student (St.John-S5) explains, "we trusted this committee and elected them. The committee can elaborate and discuss the plan with classmates before suggesting it to the school administration."

Influence of school-parent relations. The school principal admitted that student leadership development should be part of the agenda of school-parents relations to guarantee parents' support. He emphasized the importance of fostering these relations to overcome typical challenges faced with parents. He characterized prevailing attitudes among parents as challenging, and as hindering their children leadership development. For instance, he mentioned parents who are merely concerned with their children's academic performance rather than their holistic development and those being poorly engaged in their children school life. In addition, the principal reported a noticeable gap between the school and parents' approaches for children education and development; he shares:

We always ask parents to be our partners in the education of their children... yet, most of them are not ready to hear this word. Unfortunately, parents' approach and

lifestyle might sometimes jeopardize whatever we are trying to achieve at school. Besides, nowadays, parents find it easy to send their children to afterschool centers in which they do their studies following a very different approach from the one adopted at school... as a result kids will be lost.

Influence of the socio-cultural context. The principal and students discussed the different aspects of the school's socio-cultural context and related it to the development of student leadership capacity. On one hand, the students agreed that the prevailing societal norms and perception of leadership associates it to inherited positions, wealth and positions of authority. While they affirmed that women are being accepted as leaders especially among the youth; yet, a negative perception of women leadership remains among the old generation, which in their opinion limits female students from developing their leadership potential.

On the other hand, the principal mentioned the abundance of NGOs, civil and political institutions in the school area offering services to youth, providing students with opportunities to develop their civic commitment. In addition to that, he mentioned "secularization" among the factors affecting the role of the school. He explained that parents are poorly raising their children based on the teaching of the Church; therefore, he believed that the school plays a major role in filling this gap especially that student leadership [according to the principal] should stem from the teachings of the Gospel.

Chapter Summary

This chapter reported the researcher's understanding of principal and student participants' conceptions of student leadership in three selected Lebanese Private Orthodox Schools respectively located in a city, town and village. Data was generated from individual interviews with the school principals and focus group interviews with students in each of the selected cases. Within an interpretive framework, data was coded to capture the meanings brought by the study participants and analyzed through employing the constant comparative method. The emerged categories and sub-categories were compared for the principal and student participants within each of the selected cases. Further, the researcher compared the conceptions of students across schools; the same process was performed for the principal participants. It was notable that overall the comparison of the participants responses across contexts have generated similar themes for capturing student leadership and identifying the factors that influence student leadership development; differences were only detected at the level of sub-themes, which portray the participants' descriptions of each theme.

This section summarizes the results by presenting a combined profile of student leadership from the perspective of principals and students across the three cases, as well as a combined list of contextual factors influencing the development of student leadership that was derived from comparing the results obtained across the three cases. In fact, the researcher chose to report the conceptions of student leadership as profiles based on the responses of each category of respondents, concluding with a combined profile. On the other hand, the results of the constant comparative analysis of the perceptions of the contextual conditions influencing

the development of student leadership were reported under the principal and students' responses in each of the selected cases. Such choice attends to the context of each selected case, and hence, seeks to emphasize the differences in the contextual conditions by putting upfront the emerging links between their perceptions and the organizational context of the concrete experiences.

The below sub-sections summarize the data under two titles: (1) combined profile of student leadership, and (2) combined factors and organizational conditions influencing student leadership development.

Combined Profile of Student Leadership

The combined profile of student leadership emerged by comparing the themes and sub-themes across the profiles of student leadership generated by each category of participants: the principals and the students. This profile captures the perceptions of principals and students in Lebanese Private Orthodox Schools located in three different geographic areas; it includes every characteristic that has mentioned by one or more participants and which has not been contradicted by any other participant. It puts upfront three main characteristics for student leaders widely agreed upon: (a) demonstrating special personal qualities; (b) being peacemakers and community builders, and (c) playing an active role in school and community. Given that the differences between the principals and the students' perspectives were only detected on the level of sub-characteristics, the researcher chooses to keep in this compiled

profile every sub-characteristic that has been mentioned by any of the participants; yet, asserts that those with the lowest weights require further research to ensure their representativeness of both principals and students' perceptions. Figure 4.3 captures the combined perceptions of principals and students in Lebanese Private Orthodox Schools.

Figure 4.3
Combined Profile for Student Leadership Identity

A student leader demonstrates special personal qualities

- Is liked by others
- Demonstrates ability for self-regulation
- Has diverse non-academic intelligence
- Leads by example
- Possesses a confident and daring personality
- Is ethical and models a moral system
 - Follow the teachings of the Gospel*
 - Reflects responsibility and citizenship*
 - Tolerates and accepts others*
 - Inspires mutual trust and respect*
 - Is genuinely caring and empathetic*
 - Adopts a humble attitude*
 - is patient*

A student leader is a peacemaker and a community builder

- Contributes to a healthy and cohesive school environment.
- Solves conflicts in a rational, peaceful and persuasive approach.
- Serves as a 'liaison' between peers and school administration

A student leader plays an active role in school and community

- Engages actively in his community's local clubs, NGOs, ministries and projects.
 - Proposes projects and initiatives that enrich students' school life
-

Figure 4.3 Combined profile for student leadership identity

Combined factors and organizational conditions influencing student leadership development

The principals and students described different factors and organizational conditions that promote or hinder student leadership development. The following reports on factors and organizational conditions for each case separately; all factors and organizational conditions mentioned by any of the participants, and not contradicted by others, were included. While the principal identification of the Orthodox identity as a factor influencing the development of student leadership came as a result of them being prompted about it, the remaining identified categories emerged from the responses of both set of participants and showed a clear overlap among its major themes. This also consists a major finding of this study; the participants discussed the influence of (a) the school vision; (b) the role of principal; (c) the role of teachers; (d) the dimensions of the curriculum; (e) the school's extra-curricular activities and programs; (f) the school-parent relations; (g) the parenting style, and finally, (h) the socio-cultural context of school. Figure 4.4 presents all characteristics and sub-characteristics perceived by the participants as contributors to student leadership development. Nevertheless, the researcher claims that characteristics or sub-characteristics with the lowest weight require further research in order to describe extensively their influence on student leadership development.

Figure 4.4

Combined Factors and Organizational Conditions influencing Student Leadership Development Profile

Orthodox Identity of School

Respect for the uniqueness of each student
Moral code of conduct that promotes love and service

A School Vision supporting Student Leadership Development

Equipping students to induce positive change in society
Serving children as a goal for school members
Reflecting the teachings of the Gospel
Transmitting school ethos and values to students
The school environment being collegial and caring
Empowering and developing students' personalities and talents
School members modelling leadership and supporting students

Principal's Influence

Enacts a vision for empowering students

Ensures teachers feel respected and valued in the workplace.
Channels students' negative attitude into positive leadership
Sets the directions to teachers and administrators to empower students
Enacts as a role model
Follows approach that supports students' voice
Receives and discusses students' opinions, concerns and proposals
Guarantees channels of communication between students and school administration
Demonstrates a caring and attentive approach towards students.
Builds leadership capacity of oneself, team members and teachers
Hires personnel for supporting students
Considers the students' contexts when implementation of school rules
Engages parents in supporting the school's direction of nurturing leadership among students

Provides students with opportunities to develop their leadership potential.

Grants students school-wide responsibilities
Develops and offers activities and programs that develop student leadership

Teachers' Influence

Engage in personal and professional development opportunities to build their capacity to enact student leadership.

Engage in professional development opportunities
Collaborate among each other to guarantee their professional growth

Enact a platform of values and principles that support student leadership development.

Exemplify love in daily acts

Inspire respect and tolerance
Promote tolerance
Demonstrate a caring and supportive attitude towards students.
Identify students' leadership potential.

Demonstrate and model leadership to students.

Possess a strong and influencing personality
Engage in school life and suggest improvement initiatives

Employ interactive and empowering teaching approach

Link academic content to real life
Adopt teaching techniques that promote active learning
Demonstrate mastery of their subject matter

Accommodate for debates and discussion within instructional time.

Curriculum Characteristics

Connects academic content to real life.
Supports students ethical and moral development
Targets building students' personalities

School Extra-Curricular Programs and Activities

Build students' character
Empower students to undertake service initiatives.
Enable students to plan and lead school activities.

Characteristics of School-Parents Relations

Maintain dialogue between parents and school
Seek ways to attain alignment of learning goals between school and home.

Parenting Style

Model the leadership behavior
Nurture their children's talents
Enable their children to build their own belief system without indoctrination

Characteristics of Socio-cultural context

Prevailing associations of leadership hindering student leadership development

Adulthood

Knowledge

Charisma

Manhood

Wealth and Power

Political Affiliation

Inherited positions

Discrepancy between school and home hindering student leadership development
Families seeking tolerant and open education for children

Religiously and Culturally diverse communities
Abundance of NGOs providing students with opportunities to develop civic
commitment

Figure 4.4 Combined factors and organizational conditions influencing student leadership
development profile

CHAPTER V

DISCUSSION, CONCLUSION AND IMPLICATIONS

This study employs a qualitative approach that is embedded in grounded theory methodology. It explores student leadership identity in terms of the meanings brought by principals and students in Lebanese Private Orthodox schools. The study had accordingly a three-fold purpose: (1) identify the perceptions of school principals and secondary students of student leadership identity, (2) identify the factors and organizational conditions that contribute to the promotion of student leadership identity, and (3) build a grounded profile of student leadership identity through comparing school principals' conceptions of student leadership with

those of secondary students within the context of Lebanese Private Orthodox schools. The study did not merely seek to contribute to the knowledge base on student leadership identity in the Lebanese and Arab contexts as well as in the international literature. In fact, the rationale for this study lies in (a) the scarcity of studies on student leadership at the pre-university level; (b) the dominance of an outside-in view of student leadership; (c) the narrow understanding of student leadership and the absence of an inclusive conceptualization for student leadership identity; and (d) the call for reconciling school principals and secondary students' perceptions of student leadership identity.

In this chapter, the researcher discusses the study findings. For that purpose, the conceptions of principals and students in the selected Lebanese Private Orthodox Schools as summarized in the combined profiles are compared against the themes of student leadership presented in the theoretical profile adopted in this study. The constant comparative approach put upfront the similarities as well as the differences between the combined conceptions of student leadership and the researcher's initial understanding of student leadership reflected in the theoretical profile. In fact, the combined profile captures the views of principals and students on student leadership identity within the context of their schools as shaped by the organizational and cultural conditions that promote or hinder its development. Consequently, this comparison will allow the researcher to spot the dimensions of student leadership identity and student leadership development that seem to be unique to the context of Lebanese Private Orthodox Schools and shaped by their Orthodox identity in addition to the schools' social and

cultural characteristics. Finally, the combined profile will be refined as informed by theoretical conceptions of student leadership identity and a grounded profile will be developed.

In the first part of this chapter, the dimensions of leadership identity as reflected in the combined student profile in comparison with the theoretical profile will be discussed. In the second part, the contextual factors, which define the organizational conditions relevant to the selected Lebanese Private Orthodox Schools will be discussed, namely: (a) the dimensions of school leadership, (b) the influence of teachers, and (c) the school's curricular and extra-curricular programs. This chapter ends with a conclusion that identifies the socio-cultural dependency of the emerging theory on student leadership identity; in particular, the researcher presents the distinctive role identity for student leaders in each of the selected cases. Accordingly, a grounded profile will be suggested along with a roadmap for student leadership identity development within the Lebanese context and recommendations for further research.

Discussion of the Combined Student Leadership Profile

The constructed combined profile that capture the meanings advanced by both, the principals and students in the three selected cases includes similar characteristics for describing a student leader: (a) demonstrates special personality traits; (b) is a peacemaker and a community builder; and (c) plays an active role in school and community. The researcher claims that this construction, which defines role attributes for student leaders, provides a glimpse of the student leader's identity as perceived by those most likely to shape it. In fact, the literature presents "identity" as role occupancy and an incorporation, into the self, of the

meanings and expectations associated with the role and its performance (Waldman, Galvin and Walumbwa, 2012; Daniels and Brooker, 2014; Davis, 2015). Further, scholars support the stance that the core of student leadership development is a phenomenon of identity formation leading the individual to explore and internalize a set of role expectations (Komives et al., 2005; Dial, 2006; Waldman et al., 2012; Daniels and Brooker, 2014; Davis, 2015). As advanced by Komives et al. (2005) and Dempster and Lizzio (2007), this study conceptualizes student leadership in terms of developing a profile of their expressed forming identity.

In the following subsections, the researcher will present and discuss the understanding of this formed identity that emerged from the findings summarized in the combined student leadership profile through comparing it to the initial theoretical profile of student leadership. Four main understandings of student leadership identity will be discussed: (1) student leadership as self-regulation; (2) student leadership as abiding by high moral standards; (3) student leadership as service; and (4) student leadership as an act of influence. These understandings will be interpreted while looking into the cultural and contextual peculiarities that shaped the participants' perspectives.

Student leadership as self-regulation

Based on the analysis of the results, it became evident that the respondents associated self-regulation with being a student leader. The theoretical profile for student leadership describes three interconnected metacognitive abilities; these are (1) self-awareness; (2) self-

regulation and (3) critical thinking. While none of these metacognitive constructs was explicitly mentioned by the study participants, it can be inferred from the responses that students' conceptions include to various degrees their indirect manifestations.

On one hand, students and principals alike affirmed that student leaders possess strong and daring personalities and described them as capable of expressing themselves clearly while projecting confidence which in turn requires a certain level of critical thinking. Similarly, such behavior necessitates recognizing and affirming own's strengths, and in turn requires a certain level of self-awareness. On the other hand, the student participants' (fifteen students) responses demonstrate student leaders' association of self-regulation with leadership identity. In particular, the combined profile reveals two main components of self-regulation: (a) self-regulation as goal setting, and (b) self-regulation as commitment to grow into a leader.

Self-regulation as goal setting. This component describes student leaders as initiators who enact this aspect of identity through setting goals and developing commitment and responsibility to achieve them. In that regard, the students and the principals widely agree that student leaders' acts are purposeful and that their suggested initiatives or projects have clear objectives among which are enhancing students' school life, developing students' personalities and instilling a culture of serving others. Such sense of direction resonates with many scholars' conceptualizations that self-regulated leaders are those who set reasonable goals and feel responsible to invest their abilities for achieving them (Bowman, 2014; Fishman, 2014; Whitehead, 2009; Zimmerman, 2008). It is also aligned with the expectation that student

leaders assess and reflect critically on their actions, handle ambiguity, take responsibility for their interventions and make informed choices (Bowman, 2013; Komives et al., 2006; Phan, 2010). Noteworthy, the combined profile emphasizes a similar yet unique understanding of student leaders portraying them to be the ones who hold themselves accountable for their mistakes, learn from their mistakes and accordingly re-direct their actions. This is a very interesting leadership aspect in a context that presents leaders as invincible beings and a context that rarely practices accountability and considers that exempting leaders from scrutiny and evaluation by others is a sign of respect to them.

Self-regulation as commitment to grow into a leader. Self-regulation as a component of leadership identity is manifested in the participants' consideration that having a commitment to grow oneself into a leader is indicative of student leadership. This commitment is seen to be fueled by taking initiative to lead oneself, and by committing to developing own's leadership capacity. This aspect of self-regulation resonates with Whitehead's (2009) assertion that self-regulation is associated with students' sense of responsibility and commitment towards achieving personal growth into leaders.

The researcher advances that two underlying assumptions promote this conception of leadership among students. The first indicates that students believe that leadership is not an innate characteristic; rather, it could be developed through (1) training and (2) a determined mindset for growth and change. This assumption is supported by scholars' characterization of leadership as encompassing self-development and a personal learning experience that requires

the individual foremostly to learn about one's self (Bowman, 2014; Cohen et al., 2013;; Grunwell, 2015; Komives et al., 2005; Odom et al., 2012; Whitehead, 2009).

The second assumption relates to considering possessing the motivation to build own's leadership potential as well as thinking of oneself as a leader a requirement for leadership development. This also is supported in the literature relating self-regulation to leadership development, where developing motivation as well as a strong belief in own's ability are viewed as necessary conditions to grow into a leader.

However, despite of the similarity in holding the assumptions inductive to a view of leadership as self-regulation based in motivation for self-growth, the students across the selected schools demonstrated a varied level of what is characterized as "leadership developmental readiness" and "leadership developmental efficacy" (Reichard, Walker, Putter, Middleton and Johnson, 2016; p. 2-3). In fact, at St. Basil School the conceptions of student leadership seem to evolve from a higher level of "leadership developmental readiness" than is the case in the other two schools. The students shared stories reflecting that they have experienced many instances of students' leadership at their schools while similar stories did not emerge among the students of St. Gregory and St. John schools. This could be clearly attributed to the availability of school programs and activities as opportunities provided for students to develop their leadership potential; namely the leadership skills program, the Youth Stewardship Program and the Youth Talks program. These opportunities have enabled students at St. Basil

to increase their self-awareness as potential leaders and broaden the scope of their leadership identity.

In fact, it became obvious that some of the revealed student leadership conceptions are more developed in St. Basil than in others. In one school, both principals and students admitted their lack of awareness of the conception of student leadership and attributed the lack of school initiatives to promote student leadership development to the lack of awareness. It was obvious that the first-ever exposure of many participants to the concept of student leadership occurred in the focus group or individual interviews held with them on this topic. In others, participants' conceptions of student leadership were confined to those attributed to occupants of formal positions such as those elected or appointed as a class representative.

Student Leadership as Abiding by High Moral Standards

The combined profile reflects role expectations that promote student leadership as an enactment of a moral system of values and principles. This understanding is reinforced by the participants' perceptions of leadership as relying considerably on demonstrating the values of humility, patience and responsibility. As presented in the profile, the student leaders are expected to reflect tolerance, responsibility and citizenship, to inspire mutual trust and respect, and to genuinely care for others. Scholars have labeled this dimension of student leadership as the transformational moral leadership (Hine, 2014; Lavery and Hine, 2013; Nathan, 2013).

Nathan (2013) explains further that this type of moral leadership emphasizes key values such as altruism, authenticity, morality and integrity.

In the context of the Orthodox schools, participants' conceptions show that, student moral leadership should stem from the teachings of the Gospel as well as students' enactment of the Christian values nurtured at school. Indeed, the principals discussed the values of loving God and others, humility, forgiveness and empathy as integral characteristics of student leadership. Their views encompass two themes that are aligned with the Orthodox faith teaching: (1) the respect for the uniqueness of each student, and (2) the promotion of a moral code of conduct that relies on love and service. Hence, the researcher believes that the influence of the Orthodox belief system is apparent in the characteristics of the leadership identity in the three selected cases and is most prominent, explicit and distinguishable within this moral dimension of student leadership as echoed in the responses of both the principals and students.

Student leadership as Social Responsibility

The combined profile offers a conception of leadership that considers social responsibility as an integral component of student leadership identity. The principals and students' responses offered an understanding of student leaders as servant leaders and change agents whose influence extends beyond the school to reach their local communities.

Internationally, studies confirm that student leadership identity encompass possessing a cause or a shared purpose that motivates students to exercise their leadership (Archard, 2011; Cohen et al., 2013; Traynor et al., 2013).

In the context of the selected schools, this dimension of socially responsible leadership could also be attributed to the schools' Orthodox identity, which actively promotes service among students. The participants envisioned students' leadership acts as including active engagement in their youth ministries' communities projects as well as volunteering with non-governmental organizations for good causes.

Moreover, students have regarded these experiences as opportunities to serve and develop their leadership potential. In that regard, Lavery and Hine (2013) assert that it is common in cases of student leadership that the service component of leadership emerges from students' natural desire to serve first and help others before leading. Interestingly, as students at St. John and St. Gregory Schools shared stories of their individual volunteering initiatives, it became apparent that volunteering and social responsibility are institutionalized within St. Basil School, as it is a requirement for secondary students through the Youth Stewardship Program. Additionally, the principal of St. Basil School affirmed that to promote student leadership, a school vision must include equipping students with social responsibility as part of a moral system aiming to induce positive change in society.

Student Leadership as an Act of Influence

Based on the combined profile, the act of influencing others through social interactions is conceived as role attributes of student leaders and hence a component of student leadership identity. These are (a) serving as a liaison between peers and school administration; (b) solving

conflicts and (c) shaping the school environment. In fact, the researcher claims that enactment of these student leadership roles relies essentially on student leaders' ability to influence both their peers and adults. Particularly, two aspects of student leaders as influencers are described: (1) influence resulting from a position; and (2) influence as inspiration.

Influence through holding a formal position. The combined profile reveals a conception of leadership that considers enacting influence through a formal position a key component of student leadership identity. Student leadership is viewed to manifest when one holds a formal position as it opens channels for communication between the student body and the school administration. Similarly, studies have indicated that predominant positions of student leadership is enrolling in school governance opportunities in which students are elected or assigned to handle leadership responsibilities or special portfolios (Archard, 2011; Hine, 2014; Lavery and Hine, 2013; Pederson et al., 2012). However, in the context of the participating schools, assuming formal leadership roles was closely connected to the student leaders' popularity. The latter seems to be a central factor for their election or appointment as class representatives or members of students' committees. Indeed, the principal and student participants asserted that student leaders who assume formal leadership positions are those liked by others or constantly surrounded by a group of followers who elected them to fulfill leadership roles or positions. Student participants have explained this added influence by stating that student leaders are typically charismatic; have imposing and confident personalities in addition to the oxymoron that they are feared while still being loved and respected. Scholars

agree that the degree of influence of the leader holding a formal position is accentuated when potential followers accept and welcome the leader's role (DeRue and Ashford, 2010; Waldman, Galvin and Walumbwa, 2012).

These associations of influence of student leaders with charisma, popularity and position is enacted differently in the different contexts of the researched schools. On one hand, the students at St. John and St. Gregory schools have particularly stressed that influence is attained through inherited positions. On the other hand, the students at St. Basil School stressed that influence is attained through charisma as the facilitator for holding a formal leadership position. Accordingly, such understanding of student leadership limits students' chances to exercise and develop their leadership potential as it excludes students who do not have charisma or possess a restricted social network. While Lavery and Hine (2013) call for encouraging the whole student body to engage in leadership development opportunities in order to avoid having student-followers who feel passive or excluded, the existing conditions even in the least restrictive school context reduces the opportunities of participating students to develop their influence and their leadership identity.

Influence through inspiring others. The combined profile associated conceptions of student leadership with the ability to influence through inspiring others. As conceived, student leadership seems to emerge whenever the need arises to solving conflicts, problems or disagreements in school life. Under these circumstances, influence is achieved through inspiring others to instill peace and reach win-win situations. Indeed, the principal and student

participants shared different stories on student leaders' conflict resolution approach; these stories indicate that inspiration relies essentially on the promotion of values and principles such as mutual respect, politeness, sportsmanship, common understanding, objectivity, mindfulness and tolerance.

Furthermore, student leaders are conceived as those whose influence through inspiration extend to reach the school administration. Indeed, the study participants shared several instances of student leaders' ability to influence the school administration's decisions through inspiring trust, transparency and consequently negotiating with the school administration and proposing convincing and thoughtful solutions for any arising problem or conflict. While this component of student leadership identity has not been discussed in the literature, the influence through inspiration is captured as possessing exceptional interpersonal capacities. Student leaders are portrayed as those capable of developing healthy interpersonal relationships through modeling beliefs and values as well as nurturing trust and transparency (Armstrong and Fukami, 2009; Bowman, 2014; Nathan, 2013).

Moreover, student leaders' influence through positive inspiration is conceived as the leader ability to contribute in shaping the school environment by making it positive, healthy and cohesive. In fact, almost all study participants agreed that student leaders play a major role in inspiring their peers to attain better academic results or overcome personal challenges. This aspect of influence is similar to the service approach that have been discussed by different scholars as associated with student leadership (; Lavery and Hine, 2014; Nathan, 2013).

Discussion of the Organizational Conditions Influencing Student Leadership Development

Along with the student leadership profile, this study identified the principals and students' perceptions of the organizational conditions that promote student leadership development. This direction is inspired by Komives et al.'s (2005) framework in which student's leadership identity formation is shaped by contextual factors. In the below sub-sections, the researcher discusses the contextual organizational factors that were found to influence student leadership development; respectively (1) dimensions of the school leadership, (2) influence of the teachers, and (3) influence of the school's curricular and extra-curricular programs.

Dimensions of the School Leadership

Scholars believe that school principals play the role of catalysts in developing student leadership (Al Sayyed and Sharif, 2010; Lambert, 2003; Lavery and Hine, 2012; Lavery and Hine, 2013; McNae, 2011). An examination of the responses of the students and principals on the factors shaping the development of student leadership in the context of the school revealed that principals who elaborate and enact a vision for student leadership development and accordingly distribute leadership within their schools are capable of building their students'

leadership potential. This understanding will be discussed under two major headings: (a) principal leadership as enabling student voice, and (b) principal leadership as organizational capacity building.

Principal leadership as enabling student voice. Principals play a central role in enabling student voice, which in return will result in building students' leadership capacity. Such claim builds on Mitra's (2005, 2018) empirical finding that the higher the student voice, the greater the leadership of students. The findings suggest that setting the foundations for enabling student voice requires the principal to (a) elaborate a vision for student leadership development, and (b) provide students with opportunities for leadership development.

Elaborating a vision for student leadership development. Based on the results, participants agree that principals' ability to enhance student leadership development depends on their formulation of a vision that explicitly targets the development of student leadership. In addition, there is a significant agreement among the principal and student participants that a school vision that promotes student leadership relies essentially on the principles of respect and empowerment. Two principals and fourteen students across cases have expressed that schools who wish to build the leadership potential of their students must aim for empowering and developing students' personalities and talents. Further, the participants believe that respecting each student, by itself, consists of an empowering approach. According to them, respect contributes to (a) build the self-confidence of every student, (b) allow every student to express himself/herself, (c) assist every student to explore and develop his/her talents. As inferred from

the participants' responses, respect requires a collegial and caring school environment in which students feel appreciated and where the "law of love" (St. John-P) reigns. The expected respect seems to be unconditional. In fact, the students widely agreed that attention must be granted to all students regardless of their academic standing. Likewise, it is noteworthy that the principal of St. John confirms that student who display disruptive and undisciplined behaviors cannot be excluded from the leadership development loop as their behaviors could be potentially negative expressions of their leadership potential.

The emphasis on respect among the study participants resonates with Mitra's (2018) position that cultivating respect is an essential condition for enabling student voice. Additionally, respect is also associated with enhancing "leadership developmental efficacy" (Walker et al., 2016, p.3) as it boosts students' self-confidence as well as their belief in their own abilities to develop and grow into leaders. Moreover, scholars agree that an impactful vision must emerge from the principal's philosophical position that supports developing student leadership (Lavery and Hine, 2013) as well as one that is aligned with the values of the school (Lambert, 2003). As advanced by Willmetts' (1997), these values must arise from an understanding of the dignity of each person and a recognition of the individual's potential (as cited in Lavery and Hine, 2013).

Within the context of the participating schools, it was apparent that the vision of student leadership mentioned by the participants especially when it comes to the values it abides by is also shaped by the Orthodox faith. School principals have clearly expressed that

student leadership must stem from the teachings of the Gospel and be based in the respect of the uniqueness of each student, an essential element of the Orthodox identity.

Providing students with opportunities for leadership development. Enabling student voice requires a leadership approach that seeks to provide students with opportunities for leadership development. Consequently, and based on the responses of the participants, the researcher identifies two leadership development opportunities: (a) principal's mentoring encounters with students, and (b) offering leadership development programs or activities. Scholars has advanced that "facilitative leadership style" as defined by Firestone and Seashore Louis (1999) is the style of leadership that is mainly concerned with setting the grounds for an effective distribution of leadership within the organization.

Mentoring students. The principal's mentoring students are opportunities for students to express themselves and for the principal to demonstrate his/her caring and attentive approach towards students as well as to support and mentor them. Lavery and Hine (2012) have asserted that one mean of developing student leadership is for principals to keep a true pulse on the school through meeting student leaders on a regular basis. The students across cases expressed their appreciation of principal's seeking students' opinions and discussing their concerns and proposals. Mitra (2018) referred to this dimension of the principal's role as "consultation" (p.476); she explains that consultation guarantees students' involvement in school life. Furthermore, the findings suggest that these encounters are chances for the principal to mentor students through assisting them to reflect on their acts – especially their wrongdoings - and

supporting them to overcome the challenges they are facing. In that matter, St. John School principal explained the importance of listening to students and collaboratively discussing and identifying the mistakes or roots of arising conflicts in order to help students channel their negative attitudes into positive leadership.

Offering leadership development activities and programs. Principals play a major role in offering and facilitating student leadership development programs that capture both the process and the outcome for enabling student voice. There is wide agreement that student leadership development activities and programs are opportunities for students to explore and develop leadership qualities. The participants identified two different approaches that principals follow to initiate such activities or programs. On one hand, principals initiate leadership development programs that are based in the principals' perception of the needs for empowering their students. On the other hand, principals play a critical role in positively receiving and supporting student-initiated ideas for programs and activities. Students shared different experiences whereas students proposed service-oriented activities and programs, and principals positively received these initiatives and engaged with the students in discussing and implementing these initiatives and proposals.

Both approaches in supporting the development of student leadership are found to effectively contribute to reinforcing students' self-perception of leaders. In that regard, Mitra (2018) affirms that students who found their voices are actively engaged in school and

community; she explains, “the most salient outcomes of youth participation in student voice initiatives: agency, belonging, competence, deliberation and (civic) efficacy” (p.477).

However, the above approaches might not be sufficient without establishing a culture of trust between the students and the principal. Scholars assert in that regard, that trust must be promoted by actions and not words (Glickman, 2010; Huggins, Klar, Hammonds and Buskey, 2016; Leithwood, Patten and Jantzi 2010; Smylie and Hart, 1999). Interestingly, students of St. Gregory School, expressed their need for such trust as they voiced to the researcher that leadership development requires the principal to entrust his/her students to lead. Students expressed their readiness to plan and handle school-wide responsibilities and projects rather than to be mere implementers; and considered it a leadership act to communicate their expectation from the school principal to grant them such opportunities.

Principal leadership as organizational capacity building. The principals contribute to the leadership development of students through attempting to build organizational leadership capacity, by: (1) developing the leadership capacity of themselves and their teams of teachers and students as well as (2) setting the directions for school members to support student leadership development. Consequently, leadership development seems to cascade down from the principal towards students. This property of organizational capacity building aligns with Smylie and Hart (1999), Firestone and Seashore Louis (1999) and Lambert’s (2003) model for distributed leadership, which postulates that every person within the organization has the right and capacity to develop his/her leadership potential.

Interestingly, the principals did not exclude themselves from the leadership learning process. They affirmed that school principal's own leadership capacity building is a prerequisite for the capacity development of teachers and consequently, students. Moreover, although all principals agree on the necessity of building the leadership capacity of teachers, their views varied in their clarity on how it can be achieved. In fact, the perception of St. Gregory school principal remained theoretical; conversely, the principals of St. John and St. Basil schools advanced practical approaches for building the leadership capacity of teachers and agreed that this direction will result in empowering students. Both [principals of St. John and St. Basil schools] confirmed that principals must work closely with teachers, communicate expectations and define clear procedures for student leadership development. This approach affirms the findings in the studies of Lavery and Hine (2013) and Hine (2014), indicating that developing student leadership entails that school principals empower their staff members to take an active interest in student development. The principal participants have further affirmed that building the leadership capacity of teachers reflects on students, as teachers will be modeling the leadership behaviors in their daily acts. The impact of role modelling is highlighted in the study of McNae (2011) who confirms that students' learning about leadership happens essentially through observing leadership in action, especially principals and teachers.

Influence of the Teachers

Referring to the study findings, the researcher believes that teachers are viewed to play a major role in building the leadership capacity of students. The study participants explained the impact of teachers' encounters with students, their teaching approach and their classroom management on the empowerment of students. This assertion aligns primarily with the existing knowledge base, which puts upfront the influence of teachers-students relationships on students' growth into leaders (Lambert, 2003; Lavery and Hine, 2013; Traynor et al., 2013). The analysis of the findings on teachers' agency relate to two main domains; these domains comprehend all of teachers' missions that were found to be most conducive to fulfilling their role as leadership educators: (a) shaping instructional time, and (b) role modelling behaviors.

Shaping instructional time. The teachers are conceived to be able of influencing student leadership development through shaping instructional time and making it conducive for empowering students. The researcher identifies three components of instruction, which teachers are viewed to potentially control: (a) adopting active teaching approaches, (b) challenging students and supporting them, and (c) accommodating for classroom discussions.

Principals and students' responses reveal that teachers' active approaches contribute to student leadership development. They agreed, in particular, on the importance of teachers' mastering of the curricular subjects and consequently, triggering students' interest in the subject through (a) encouraging the participation of all students rather than the high achievers among them, (b) linking academic content to students' real life experiences, and (c) supporting students to develop their academic abilities. These perceptions describe teachers who

demonstrate instructional leadership as defined by Sergiovanni (2007). Indeed, the interconnectedness between classroom teaching approaches and student leadership reveals that student leadership is conceived by respondents as being enabled in the classroom when student voice is heard. This explicates student participants' interest in discussing different teaching approaches, which allow student voice and describe clearly. This understanding builds on Mitra's (2018) assertion that student voice guarantees students' active engagement in the learning process. In fact, students explained extensively the positive impact of team projects on developing students' self-confidence, communication abilities and public speaking. They also agreed on the importance of assigning team leadership roles to different students as these opportunities allow team leaders to support their peers and build their leadership personality.

Additionally, students' responses highlighted two issues regarding these team projects: (1) giving the opportunities for different students to lead team projects rather than restricting them to those possessing clear leadership potential, and (2) asking teachers to reflect along with the team leaders on the challenges encountered while leading the team in order to help them grow into leaders. This mission of teachers puts upfront two essential roles for teachers who enact as facilitators of leadership learning. The first relates to their role in providing opportunities for collaboration and teamwork (Archard, 2011; Derry, DuRussel and O'Donnell, 1998); while the second recognizes their role as coaches who facilitate their students' learning experiences, provide them feedback and give them advice (Hine and Lavery, 2015). These roles require that teachers practice teacher leadership, as described by Lambert (2003), Mangin

(2007), and Frost (2012). Teacher leadership needs to be conceived as a process encompassing teachers' active participation in developing instructionally focused strategies and activities that support student learning and collaboration.

Another aspect of teacher contribution to development of student leadership that was highlighted by students and principals, namely the principal of St. Basil school, is the role of classroom discussions and debates in developing student leadership. This aspect emphasizes once again enabling student voice within instructional time through engaging students in discussions. The participants seem to value teachers' agency of launching discussions, triggering and supporting students to engage and express themselves in addition to giving students necessary advices. Similarly, the existing knowledge base on student leadership points that the teacher-student interactions influences students' metacognitive skills that are integral to building a leadership identity (Alexander, 2014; Phan, 2010). These interactions contribute in developing students' self-reflection, which allows students to develop self-awareness (Odom, Boyd and Williams, 2012) and also triggers teachers to enact as mentors and coaches for student leadership development (Grunwell, 2015).

The participants voiced that such discussions should evolve around emerging topics that are of concern to students. However, they did not mention any expectation from teachers to discuss with students' issues related to curriculum or instruction. In contrast, Mitra (2018) confirms that teacher-student discussions on curriculum and instruction enable student voice as they invite students to provide feedback on instructional styles, curriculum content, approaches

for assessment. Mitra (2018) believes that this consultation increases the relevance of the curriculum and nurtures students' self-regulation abilities, which are integral to the development of student leadership identity.

Role modelling behaviors. Teachers were perceived as holding the responsibility of promoting student leadership development through modeling a platform of values and principles that support students' empowerment in addition to enacting as mentors and coaches for leadership development. A remarkable agreement was found among the principal and student participants on the interconnectedness between teachers' enactment of values and principles, and student leadership development. Indeed, the participants expressed that teachers who exemplify love in their daily interactions with students through being humble, respecting, caring, listening and supporting students, and incorporate these values within their classroom and instructional strategies, are capable of triggering students' active engagement in school life and empowering them in their journey of self-development towards leadership. This value-based dimension of teachers' agency recalls the belief of Palmer (2006) and Larrivee (2010) that teaching cannot be limited to instructional techniques; rather, it must stem from the identity and integrity of the teachers, hence, be acquainted with the teacher's beliefs about teaching/learning, and implemented in harmony with his/her personal teaching style. Along with modeling values, teachers adopt a set of principles that allow them to enact as leadership development mentors and coaches. This is evident in the participants' perceptions that teachers who entrust their students and believe in their capacities can generate leaders. These teachers

are able of assessing each student's leadership capacity and accordingly, providing him/her with necessary support, resources or responsibilities that could help him/her explore first own's leadership potential and hence, develop it. Such functions promote teachers as mentors and coaches of students into leadership (Lambert, 2003). Indeed, coaching is primordial for students as it enhances their leadership developmental readiness and self-efficacy (Avolio, Rotundo and Walumbwa, 2009; Waldman, Galvin and Walumbwa, 2012).

Furthermore, coaching students into leadership requires primarily teachers to build their leadership capacity. This assumption is supported by the principals of St. John and St. Basil schools who affirmed that teachers are able of shaping their students' personalities through modeling their leadership qualities. Such finding has not been shared by the principal of St. Gregory School nor by any of the student participants, which suggests that these participants could not relate any dimension of teachers' agency to teacher leadership. Scholars identified the interconnectedness of teacher leadership and student leadership by confirming that teachers' contribution to developing their students' leadership can occur indirectly through modeling the leadership behavior (Grunwell, 2015; Phan, 2010). The principals of St. Basil and St. John schools have described few characteristics of teacher leaders: (a) they possess strong and influencing personalities; (b) they demonstrate sense of responsibility for school; and (c) they suggest school improvement initiatives. The researcher could not identify any finding that explains explicitly how teachers build their leadership potential and reflect their leadership to students. However, scholarly articles clarify that teachers who have curiosity for leadership

education and who have had the chance to participate in leadership are most eligible for assisting students and extending to them the opportunities to learn and experience leadership (Lambert, 2003; Lavery and Hine, 2013; Traynor et al., 2013).

Influence of the School's Curricular and Extra-Curricular Programs

Schools' programs consist the essence of schooling; whether curricular or extra-curricular, these programs can potentially influence student leadership development. Such assumption builds on Traynor et al.'s (2013) assertion that leadership development could be applied in different settings including didactic curriculum, experiential curriculum, and extra-curricular involvement. In the below paragraphs, the researcher discussed two main characteristics for these programs as identified by the study participants, respectively: (a) shaping students' personalities; and (b) developing students' social responsibility.

Shaping students' personalities. Based on the responses, it became clear that effective school programs are conceived to contribute to student leadership development and are considered to enable student voice and contribute to building students' personalities. The study participants discussed the role of school programs in allowing students to express themselves, develop their talents, build self-confidence and improve their communication and interpersonal abilities. Such role of these programs reminds of Ylimaki's (2012) assertion that curriculum should set the grounds of self-formation. While almost all participants agree that the Lebanese curriculum currently adopted in their schools does not fulfill the purpose of student

leadership development, they communicated their conception of a enacting a hidden curriculum that promotes student leadership, which entails, (a) linking academic content to real life experiences, and (b) developing students' responsibility for own's learning. These dimensions suggest adopting a constructivist educational approach for curriculum as defined by Lambert (2003), Anderson and Kim (2009) and Grunwell (2015) who affirm that constructivist school programs ensure that student leadership development journey (1) is student-centered, (2) grants the student the responsibility for his/her learning, and (3) recognizes the individual's prior knowledge, experiences, and skills.

Despite their agreement on the role of the taught academic curriculum, the study participants advanced dissimilar views on the rationales and on the formats of extra-curricular programs that shape student leadership development. In fact, the participants at St. Gregory and St. John school extensively discussed the influence of schools' varsity teams, music, theater and fine arts programs on students' personalities; similarly, Anderson and Kim (2009) agree that youth activities and sports, characterized by their interactive organized and fun aspects, help in developing students' leadership skills.

Nevertheless, and though these programs are conceived to promote leadership development, they are not implemented with the explicit intention of developing students' leadership abilities. In contrast, the principal and students of St. Basil School confirmed that their school programs such as the leadership skills program and youth stewardship program help students grow into leaders. Such perception resonates with the empirical findings, which

infer that the most effective formats of leadership development programs are those that promote leadership experiential learning (Lavery and Hine, 2013; McNae, 2011; Waldman, Galvin and Walumbwa, 2012). However, differences were noted in the actual enactment of these views. The principal of St. Gregory avowed that these extra-curricular programs gain importance in the context of his school as the local region lacks cultural or sports opportunities that engage students. In contrast, the principal and students at St. Basil School explained that the school implements programs that originate from a clear direction towards building student leadership.

Developing students' social responsibility. The schools' curricular and extra-curricular programs was conceived as playing a major role in student leadership development through developing their social responsibility. Such claim is in harmony with the identity standard discussed earlier, which infers that student leaders are expected to model service and play an active role within their school and their communities. Indeed, the participants discussed the potential impact of holding in-house awareness sessions, handling school-wide project as well as volunteering with non-governmental organizations on students' leadership growth on developing their leadership potential. These programs align with Lavery and Hine's (2013) conceptualization of service-learning programs, which encompass two main categories: (1) core service, which entails serving in the community through volunteering within charitable organizations, and (2) non-core service, which requires the student to volunteer and serve within school.

Moreover, along with service-learning program, the principals affirmed that a facilitative leadership-learning curriculum must support students' ethical and moral development. Such understanding also aligns with their description of student leaders as individuals who abide by high moral standards and who seek to induce positive societal change. In that regard, the researcher concludes that leadership-learning curriculum must acquire a social transformation dimension as defined by Ylimaki (2012) and Ylimaki et al. (2017). Such type of curriculum will equip students with a moral code of conduct that will allow them to enact as social change agents.

Summary

In this chapter, the conceptions of principals and students in the selected Lebanese Private Orthodox Schools as summarized in the combined profiles are compared against the themes of student leadership presented in the theoretical profile adopted in this study. The comparison identified (1) the similarities as well as the differences between the combined conceptions of student leadership and the researcher's initial understanding of student leadership reflected in the theoretical profile, and (2) the influence of the organizational and cultural conditions, within each case, that influenced the participants' perceptions.

The constant comparative approach revealed that the participants' responses advance four main understandings of student leadership identity: (1) student leadership as self-regulation; (2) student leadership as abiding by high moral standards; (3) student leadership as service; and (4) student leadership as an act of influence. Besides, the contextual organizational

conditions that were found to influence student leadership development relate to different aspects of the school's internal environment. The dimensions of school leadership that seemed to be most conducive to student leadership development emphasize principal's role in enabling student voice and building organizational capacity. Further, the findings suggested a positive role for teachers through agency in shaping the instructional time and modelling the leadership behaviors. In addition to that, the analysis put upfront two characteristics of the schools' curricular and extra-curricular programs that promote student leadership development; these are (a) shaping students' personalities; and (b) developing students' social responsibility.

Conclusion: Contextual Dependency of Student Leadership Identity

This study explored the concept of student leadership identity through looking at the perspectives and the meanings brought by the principals and students in three selected Lebanese Private Orthodox schools. The themes of the combined profile were discussed and compared to the themes of the theoretical profile constructed for this study. The discussion reveals alignments and discrepancies between the emerging theory and scholars' empirical and theoretical findings.

Scholars' assertion that cultural exists at multiple levels and that schools' educational and leadership practices emerge from the interrelationships of schools and their micro and macro environments (Dimmock and Walker, 2000; Bottery, 2006). In fact, the study also identified the impact of the context of the schools on the constructed perceptions of

participants. As per the tenets of grounded theory methodology, knowledge production emerges in particular circumstances, in relation with internal and external factors (Heck and Hallinger, 2005; Levers, 2013). Hence, the schools' socio-cultural contexts, including the schools' Orthodox identity as well as the school organizational conditions were explored as factors influencing the principals and students' perceptions of student leadership. Consequently, the emerging grounded profile of student leadership is the result of interconnected layers of cultures affecting participants' both expectations and practices within these schools. It could be argued that exploring the influence of the layered cultural levels on the principals and students' perceptions do not reflect the participants' intentional and deliberate understandings. Nonetheless, within this study's interpretive framework, the researcher supports the stance that underpinning participants' conscious perceptions, relies hugely influential contextual factors that "nest quietly but powerfully within the unconscious assumptions of individuals" (Bottery, 2006, p.171). In the following paragraphs, the researcher attempts to bring to surface the interrelationship of the emerging combined student leadership identity profile with two particular aspects of context. The first relates to the individual school's context, in which the the school's internal organizational context as well as the local community's socio-cultural context are at stake, whereas the second refers to the schools' Orthodox context, which encompass the three selected Lebanese Private Orthodox schools. Accordingly, the first sub-section will describe the distinctive characteristics of the student leader profile emerging within each school's context. The second sub-section will elucidate the

potential interconnectedness of the combined student leadership profile with the schools' Orthodox context; it will end by suggesting a grounded student leadership profile that captures the characteristics of student leaders within the context of Lebanese Private Orthodox schools.

Distinctive Characteristics of Student Leaders per Context

The perceptions of school principals and students define role attributes for student leaders, and hence, provide a glimpse of the student leaders' identity emerging in each of the selected cases. The core of student leadership development is a process of identity construction. In that regard, scholars such as Lambert (2003) and Heck and Hallinger (2005) assert that within a school context individuals in a school context construct shared understanding about their role and participation in school life. Accordingly, in this sub-section, the researcher describes the student leader's identity in each of the selected cases by advancing one distinctive characteristic that seemed to be dominant in the context of each schools, and which emerged as a result of two interconnected layers of contexts: (1) the socio-cultural context of the school's as shaped by its geographic location , and (2) the school's internal organizational context.

St. Gregory School: the political student leader. The perceptions of the principal and students at St. Gregory School present student leadership with a dominant political role for student leaders. In fact, as perceived by the participants, student leadership is based in two key characteristics: (1) making a difference for others, and (2) position and power.

The first characteristic refers to St. Gregory's student leaders' role to induce change within their society and their school life. To begin, the students of St. Gregory were the only participants who took the initiative when asked about student leadership to discuss leadership on the level of societies or even nations. In fact, they differentiated between the roles of leadership in underdeveloped societies versus leadership in developed societies. They claimed that leadership is essential for leading the development process of any nation through inducing positive societal change and relying essentially on education. Such understanding aligns with Bell's (2014) definition of a political leader as an individual who has a system view and seeks to supply collective goods within a social structure without providing all the resources himself/herself. The researcher believes that this conception of leadership emanates from the harsh social and economic conditions within the rural socio-cultural context of the school, which qualifies as underdeveloped in terms of quality of resources and opportunities for growth and advancement, as described by the participants. All students and their principal described their local society as conservative, poor and unaccommodating for youth growth and development; consequently, their definition of leadership reflects directly their desire to induce change in their society and their aspiration to play a role in it.

Interestingly, this focus on the political role, seems to be manifested in St. Gregory students' striving for student voice as an attempt to make change in their status and school life. A stance that was translated in an emphasis on their view of the leader as someone who needs to be powerful and influential. However, St. Gregory students were adamant throughout the

interview to make their voices heard, viewing the interview as an opportunity to express their views and communicate several concerns. This eagerness is suggestive of a non-supportive organizational context. Students voiced their need first for a school vision that seeks empowerment and development of students' personalities and talents. Second, they expected the principal to receive students and discuss with them their concerns, opinions and proposals. Third, they demanded that teachers accommodate debates and discussions within instructional time. The fourth request relates to the extra-curricular opportunities that should be granted to all students rather than merely the talented or high-achievers among them. Furthermore, in the context of demanding student voice, it is noteworthy that students expressed that student leaders should confront the teachers or administrators, a strong statement that describes student leaders' political role.

The second aspect that point at the dominance of the political leader role relates to the student emphasis on the leader position as a critical source of power and influence to its holder. It is obvious in the findings that the participants at St. Gregory School associated student leadership with student-elects or class representatives appointed to represent and speak on behalf of their peers. The participants were even aware of various sources of power like popularity and social network and viewed them as key factors determining the student's capacity to be elected or appointed as a student leader.

Interestingly, close examination of the characteristics of the student leader at St. Gregory reflect an exaggerated heroic profile. According to the participants, student leaders

have to be charismatic, confident, strong, influential, role models who inspire other and references for others whenever a challenge arises. Further, student leaders' play an influential role in creating internal positive coalitions that eventually shape the school's climate making it cohesive and healthy celebrating diversity and promoting tolerance through their acts that envision preventing any potential conflict that might arise due to the diverse political, religious and cultural students' body. This unrealistic imagined view of the student leader might be the result of the lack of an organizational context conducive to teacher leadership, where students get to experience the scope of student leadership and its realistic manifestations. It might also be accentuated by the prevailing societal norms that associates leadership solely with charisma, wealth, power, position and manhood. As a result, students of St. Gregory Schools do not seem to perceive themselves as leaders and do not hold a description of student leadership that could be attained by each student. Van Linden and Fertman (1998) explain that such stereotypical understanding create barriers for students to perceive themselves as leaders or even limit their motivation to involve themselves in leadership development opportunities. Accordingly, promoting student leadership as a position as well as the prevailing socio-cultural associations of leadership have resulted in a lack of leadership developmental readiness among the students of St. Gregory School.

Additionally, the school leadership approach constitutes another organizational dimension that hinders implicitly students' leadership developmental readiness. Students at St. Gregory School raised their concern for a lack of power distribution expressing that they want

further involvement in school life demanding that the school administration entrust them to lead and handle school-wide responsibilities and projects. Analysis of the data has shown that principalship at St. Gregory School is dominated by what Harb (2014) calls a “parental view” of leadership. The principal asserted that the principal holds the responsibility of caring for the students and the teachers through building relationships that aim at securing teachers’ compliance with the leader’s directives. There was no indication that the principal has any conceptions of the role as participative and centered around empowerment and capacity building. Moreover, the principal admitted that although teachers feel respected and valued at the workplace; this does not seem to be enough for engaging teachers in student leadership development.

St. John School: the relational leader. The conceptions of the principal and students at St. John school depict a profile of student leader that is dominated by a relational role. In fact, the participants’ perceptions suggest that student leadership acquires a central social dimension as it puts the individual, permanently, in interrelations with other group members. Students in the focus group participants repeatedly mentioned the concept of ‘group’ in their definition of leadership. Along with the principal, they highlighted the leader’s role in convincing group members of a vision, guiding them towards attaining this vision and safeguarding communication and dialogue among group members. This perception has been replicated in the participants’ definition of student leadership; in fact, almost all students focused on student leaders’ role as peacemakers and community builders. In particular, they

discussed student leaders' positive contribution in solving arising conflicts through promoting peace, common understanding, tolerance and transparency. Moreover, students at St. John School seemed to value leaders that are empathetic and humane. They asserted that personal circumstances should be taken into consideration while applying school rules and regulations. These perceptions of student leadership align with the concept of relational leadership defined by Komives et al. (1998). This model of leadership describes the individual's commitment to building trusting relationships among people working together to achieve shared goals. Notably, Komives et al. (1998) found in their study that students who exhibit relational leadership seem to be more ready to deal with conflicts or handle transition issues.

Consequently, based on the above, students at St. John School associated social and interpersonal maturity with student leadership. Three factors might have led to the dominance of this characteristics. The first relates to the school's strategic location in a town whereby the school serves a relatively small student body, which comes from neighboring regions. The second is the relatively small size of the school. In fact, research suggest that small schools are better qualified for developing students' interpersonal relationships (Flores and Chu, 2011). The third relates to the leadership style of the school principal that reflects relational leadership. This could be identified his approach when dealing with students. Indeed, the principal communicated his commitment to a vision for empowering students, interacting with any student who wishes to see him and asserted the centrality of building relationship of trust and respect. He explained that respecting the uniqueness of each student sets the pathway for

building his/her self-confidence and facilitating his/her growth into a leader. This relational approach is also evident in the principal's belief in his own's role in channeling students' negative behaviors into positive leadership rather than excluding them from the leadership development loop. Further, the principal's relational leadership could be detected in the experience shared by both the principal and students regarding a conflict that occurred in grade 11. In fact, the principal met the students in class, listened to their points of view, admitted the mistakes that the administration has done, and accordingly, attempted to solve the conflict through promoting tolerance among students and then, held elections that enable student voice.

St. Basil School: the responsible social agent leader. The principal and the students' perceptions at St. Basil School present student leaders as socially responsible agents.

Remarkably, these perceptions appear to emerge from real-life experiences in which students have explored and invested their leadership potential rather than stated mere expectations.

Indeed, the participants shared stories of student leaders demonstrating care and empathy, supporting their peers and suggesting service projects. These attributes of student leaders fit in Stone-Johnson's (2014) model for responsible leadership, which entails four components: vision, stewardship, service and citizenship. The below description of these components of responsible leadership will also highlight the impact of St. Basil School's socio-cultural context as well as the organizational context in shaping this leadership conception.

As stewards, the participants confirmed that student leaders develop a network of relationships that rely on the values of tolerance, mutual trust and respect, care and empathy.

Respect and empathy were strongly apparent. In fact, a striking finding in the focus group interview that demonstrates students' empathy was the participants' ability to reflect on each other's leadership development journeys and recognizing each other's' leadership qualities. The students share an understanding of leadership as an opportunity available and attainable by everyone. In that matter, the researcher believes that the socio-cultural context of this school being located in a cosmopolitan city in a neighborhood that celebrate and promote diversity, empowers students to acquire values of tolerance and respect as they develop their leadership potential. Families of St. Basil Students seek the school for its tolerant school environment. Moreover, the school offers different developmental activities and programs explicitly aimed at developing the students' leadership potential. This seems to have influenced their belief in their capacity to develop and exercise their leadership; namely: the advisory program, the youth talks program, the youth stewardship program and the leadership skills program. Such understanding is supported by Van Linden and Fertman (1998) and Waldman, Galvin and Walumbwa (2012) which point that the students' leadership developmental readiness is influenced by the way leadership is presented to students.

As visionary socially responsible agents of change, students of St. Basil School have planned and implemented different projects and initiatives that do not only enrich school life but also contribute to the development of students' personalities and the surrounding community. For instance, the students related that they held a student-led conference that envisions empowering students to share their personal growth stories and accordingly benefit

and motivate their peers. They pointed out that this initiative was supported by the school administration. The researcher believes that the prevalent social and organizational culture enables student voice, and triggers students' initiatives which in turn facilitates the development of this student agency.

Furthermore, as social change agents, the student conceptions included student leaders' role in (a) promoting a healthy and positive school climate through supporting their peers and working for the best benefit of the group, and (b) committing to social causes and volunteering with different non-governmental organizations. Such roles constitute essential elements of student leaders' moral and affective role attributes as defined by the scholars Nathan (2013) and Lavery and Hine (2013). The school's extra-curricular activities and programs contribute most to the promotion of this service dimension of student leadership; for instance, the youth stewardship program, which requires secondary students to volunteer with non-governmental organizations.

Finally, as agents for social change, St. Basil's student leaders seemed to be active in their local communities through volunteering with different civic organizations. This direction is supported by enabling organizational conditions, namely, a shared vision for equipping students to induce social change as the future leaders in their communities as well as the nation. These acts are often associated with moral responsibility defined by scholars as committing to a cause and aiming at achieving social change (Nathan, 2013; Traynor et al., 2013).

Uniqueness of the Orthodox Context

The choice of Orthodox schools was influenced by many factors, among which: (a) the long establishment of the Orthodox schools in Lebanon since the nineteenth century (Kilbourne, 1952); and (b) the significant representation of the Orthodox schools within the current Lebanese educational system. This researcher employed a multi-case study design with cross-case comparisons and hence, permits identifying “the characteristics across organizations that have surface similarity” and those that are quite different “in modus operandi” (Dimmock and Walker, 2000, p.146). Throughout the study, the cross-case comparison allowed the researcher to depict the meanings expressed by each category of participants – principals and students. However, it also permitted identifying the similarities across cases that could be attributed to the Orthodox context of the schools. While the peculiarity depicted at each school as a result of the socio-cultural-organizational context reflected the impact of the micro level context, similarities representing the schools’ Orthodox identity constituted shared component at a macro-level context.

The influence of the Orthodox context of schools is most prominent in the moral and service dimensions of the conceived student leadership. All participants suggested that student leaders should abide by moral values and principles that they associated with the orthodox faith, such as tolerance, humility, honesty, respect, social responsibility, agency and service. In fact, the participants communicated their understanding of student leaders’ role in (a) supporting their peers to attain better academic achievements or overcome personal challenges;

(b) shaping the classroom and school climate by promoting healthy communication; (c) undertaking service initiatives in both school and community that envision inducing positive change within school life or society.

These findings are clearly coherent with references to the Orthodox identity of the schools. Despite minor variations, the three principals agreed, that central to the Orthodox faith is a moral code of conduct that relies on love and service as well as require individuals to demonstrate respect for the uniqueness of each student in their daily school life. Although the principals agree that there are no direct reference to developing student leadership in the mission of the Orthodox school, the Orthodox moral code emerged in the role attributes they accorded to student leaders. Moreover, the Orthodox attributes are coupled with measures to pass the values in the teachings of the Gospel among students and aim accordingly that students develop leadership within the moral parameters of this faith.

It could be argued that the moral and service dimensions of students' agency could be promoted in the mission statement of any other school, whether secular or affiliated to a religious institution. Nevertheless, the researcher believes that these moral and service dimensions reflected in students' leadership profile were indeed triggered by the schools' Orthodox identity. While the principal of St. John has alone explicitly connected the school's Orthodox identity with student leadership, the Orthodox schools' historic commitment to preparing students for a diverse national Lebanese context justifies the association of these moral attributes with student leadership.

Implications for Practice and Recommendations for Further Research

This study has emerged from the researcher's advocacy for a renewed definition of student leadership. In fact, the researcher supported Lavery and Neidhart's (2003) call for "inclusive student leadership" (p.7) which recognizes each student's potential to grow into a leader. Such understanding presents student leadership as a model for social justice in which all types of marginalization are eliminated (Theoharis, 2007). In that perspective, the researcher opted for the grounded theory methodology, which according to Charmaz (2011) has the quality of unraveling the inequities or barriers surrounding any concept, in an attempt to eventually expose the principal and student participants' constructed perspectives of student leadership. The participation of students in this study is hence central and significant, as it does not merely close the gap in empirical literature caused by the dominance of outside-in views of student leadership (Dempster and Lizzio, 2007), but also, enables student voice in the process. Indeed, the study design allowed the research to examine the implicit meanings proposed by the student participants who are concerned with student leadership, and hence, responded to Leithwood and Jantzi's (1996) call for portraying leadership through exploring the perceptions of those people involved in it.

In the following paragraphs, the researcher presents his model for inclusive student leadership by presenting first his grounded model for student leadership identity in the context of Lebanese Private Orthodox schools, and second, suggesting a roadmap for Lebanese Private

Orthodox Schools to promote student leadership development. This section ends by offering recommendations for further research.

Grounded Model for Student Leadership Identity

A remarkable common ground among all the study participants reflects their conviction that leadership cannot be innate but rather the result of a developmental journey that guides the individual to explore and develop leadership qualities. As apparent in the student leadership profile, the participants were able to define the constituents of the student leader's personality. What's more, a considerable number confirmed that students, who believe in their ability to grow into leaders, could commit to lead themselves and hence, develop their leadership potential. The researcher claims that this conviction is the cornerstone for an inclusive model of student leadership. In what follows, the researcher defines his grounded profile for student leadership identity. This model relies essentially on the combined student leadership profile that has resulted from the comparison of the principals and students' perceptions along with few refinements inspired by international scholars' theoretical and empirical works, which the researcher chooses to include in order to propose a realistic yet attainable leadership identity profile.

- A student leader demonstrates special personal qualities;
 - Demonstrates ability for self-regulation
 - Explores and affirms personal strengths and principles
 - Reflects upon own's acts and learns from own's mistakes

- Models a value system that relies on love and service
- Recognizes learning style and has diverse non-academic intelligence
- A student leader is a peacemaker and a community builder;
 - Safeguards healthy communication with peers and adults
 - Contributes to a healthy and cohesive school environment
 - Solves conflicts in a peaceful and ethical approach
- A student leader plays an active role in school and community;
 - Seeks inducing positive change through engaging in community's civic organizations
 - Initiates services projects that empower peers and enrich school life

Roadmap for Promoting Student Leadership Development

The roadmap for promoting student leadership development within the Lebanese Private Orthodox schools is inspired by the model advanced by Mitra (2018) in which she presents student leadership development as a progression along a three-level-typology for student voice activities that includes respectively: (1) listening; (2) collaboration; and (c) leadership. Mitra (2018) affirms, “the higher a group moves on the pyramid of student voice, the greater the leadership of students and the greater the benefit for youth” (p.473). Indeed, both the theoretical student leadership model as well as the emerging grounded model suggest that student leadership identity development cannot be merely limited to listening to students’

voices; rather, it should be promoted through facilitating opportunities that guarantee students' active agency and authentic participation in school life. In that matter, Mitra (2018) warns that tokenistic or symbolic student voice activities could be damaging to young people; rather true acts of collaboration between adults and youth should be manifested. Such collaboration comes in the form of youth-adult partnerships in which both youth and adults contribute to the decision-making process and learn from one another (Mitra, 2018). These statements infer that the promise of student voice without shifting the school's organizational conditions to trigger, enable, and protect student voice can backfire the school's strategic direction towards building the leadership capacity of students. Accordingly, the researcher suggests four pillars of a roadmap that is intended to promote leadership among students in the context of Lebanese Private Orthodox schools; namely: (1) initiating leadership learning programs; (2) rethinking teachers' agency; (3) bridging school and community; and (4) shifting the school leadership style.

Initiating leadership-learning opportunities. Leadership-learning programs are great opportunities for students to explore and develop leadership qualities. Student-elecs or class representatives were the predominant formats for student leadership as identified by this study participants. Such format acquires different advantages among which is ensuring communication between the students and the school administration. Nevertheless, the researcher argues that such format limits students' opportunities to exercise leadership and hinder their readiness and motivation to lead. Two aspects should be stressed upon in order to

avoid these hindrances. The first is requiring students to present along with their election candidacies, portfolios and plans of actions that seek inducing positive change within school life; this requirement shifts the focus from students' popularity towards service. The second is communicating clear expectations for student leaders to inspire, influence and empower their peers to define and achieve common goals that benefit the school and community (Archard, 2011); the researcher suggests that student-elects must be coached into their leadership roles. Furthermore, the researcher strongly believes that leadership-learning opportunities must be institutionalized and sustained; hence, become part of school life, rather than be disconnected, random and distinct initiatives.

Several opportunities could be implemented. Lambert (2003) and Mitra (2018) suggest forming committees or task forces that include students on different subjects that concern all school members such as discipline, curriculum and instruction, student life. Service-learning programs are essential for nurturing moral leadership among students and assisting to affirm their platform of values and to acquire social awareness (Lavery and Hine, 2013; Bowman, 2014). Ideally, these programs should entail two components: (1) in-house service programs in which students serve in awareness campaigns with other grade-level-students, contribute in peer studying programs; and (2) out-of-house programs that require students to promote “critical inquiry” (Mitra, 2018, p.476) as a practice of asking critical questions, gathering data, reflecting and mobilizing civic engagement through volunteering for social causes. Other leadership-learning programs could be adopted that envision coaching and training students on

specific leadership skills such as communication and public speaking, negotiation, conflict resolution. A final note is that leadership-learning programs must be purposeful and meaningful to students; hence, stem from their empowerment needs to guarantee their active involvement as well as their leadership developmental efficacy.

Rethinking teachers' agency. Teachers who strive to build the leadership capacity of their students foster new relationships with their students through enabling student voice within their instructional time and enacting as coaches for leadership development. Mitra (2018) discussed that within the walls of schools, adults and youth often fall back into their stereotyped teacher-student roles, and accordingly called for genuine cooperation between teachers and students. While the study participants acknowledge the influence of employing interactive approaches as well as triggering classroom discussions on student leadership development; the researcher asserts that such agencies must be purposeful and emanate from teachers' awareness of the leadership-learning outcome of their acts. Indeed, the researcher calls teachers to think of every encounter with students in the classroom as an opportunity for (1) assisting learners to deepen their self-awareness (Komives et al., 2005; Nathan, 2013; Alnabhan, 2010); (2) triggering students' moral development through collective moral inquiries (Liu, 2014); and (3) promoting collective efficacy (Derry, DuRussel and O'Donnell, 1998; Bandura, 2001; Phan, 2010). What's more, "consultation" is essential in the course of student voice initiatives (Mitra, 2018, p.476). It is defined as teachers discussing with students issues related to teaching and learning, and inviting them to provide feedback on instructional

approach, curriculum and assessments (Mitra, 2018). Consultation acquires importance in the context of the Lebanese Private Orthodox schools as it consists of a leeway for both teachers and students to overcome the potential limitations of the currently adopted curriculum, which has been judged by the study participants as non-supportive for students' development. Indeed, consulting students would make each lesson student-centered as it will increase the relevance of the curriculum and include opportunities for self-directed learning among students.

Fulfilling these student voice initiatives and instructional roles, requires teachers to act as coaches for students. In fact, teachers could partner with students to empower them through helping them recognize their learning style and explore their interests or talents and discussing students' leadership development journey. This agency will require teachers who share curiosity about leadership education and commit to nurturing leadership among their students (Traynor et al., 2013; Lavery and Hine, 2013). It will require additionally teachers to engage actively in professional learning opportunities that help them discern and understand students' leadership development stages and accordingly provide them with the right responsibilities and feedback for growth (Grunwell, 2015).

Bridging school and community. Creating partnerships between school and community is crucial for empowering students' moral leadership. The study findings suggest that the three selected schools are immersed in their local communities, and hence, shaped by their socio-cultural context. However, this study revealed that the schools' local communities vary in their influence on student leadership development; for instance, the local contexts of St.

Gregory and St. John schools seemed to promote a perception of leadership that hinders students' understanding and motivation to lead, while the local community of St. Basil school seemed to support students' empowerment. Accordingly, creating a buffering zone that preserves the school from the effects of its external environment might limit the school's opportunities to get the local community on-board in its internal strategic goal towards building the leadership capacity of students, as well as prevent the school from positioning itself as an agent for inducing positive change within the community. Consequently, the researcher suggests two main directions for bridging school and community. The first direction is to engage parents in school life through (1) inviting them to serve on committees or taskforces that aim at nurturing student leadership or shaping the curriculum to support students' empowerment, and (2) communicating explicitly the vision for student leadership to parents in their different encounters with teachers or school administrators.

The second direction is empowering students to serve as a bridge between the school and community (Mitra, 2018). The researcher suggests two tracks to fulfill this aim. The first track builds on Lambert's (2003) request for enabling students to incorporate their life experiences into their leadership learning and to attempt to understand how their family, culture or economic status affect them. This helps student leaders reconcile with their socio-cultural context and build a clearer vision for change; it could be ideally done through classroom discussions or school programs that seek to develop students' self-awareness. The second track relates to offering community service projects or programs that evolve around moral inquiry

and hence trigger students to serve in their local communities for good causes (Nathan, 2013; Liu, 2014); such service initiatives enhance school's positioning as a contributor to building tomorrow's leaders in the family, society and nation (Bowman, 2013; Hine, 2014).

Shifting the school leadership style. In contrast with the parental style of leadership which focuses on overseeing the functioning of the school under the premise of care, rather than challenging the status-quo, the principals of the Lebanese Private Orthodox should adopt a facilitative leadership style for empowering students that relies essentially on shaping the school culture and distributing leadership within the school. The principals shape their school culture to accommodate for student leadership development through defining a vision that encompasses the principals and school members' understanding of student leadership in the context of Lebanese Private Orthodox schools. While the components of respecting the uniqueness of each student and developing students' personalities and talents as defined by the study participants are central, the researcher believes that principals must promote an understanding of student leadership as an empowerment for students to develop on the personal, moral, intellectual and social levels and to serve and induce change. Such vision stimulates all students to learn and lead; in fact, scholars state that the way leadership is presented to students, influences their leadership developmental readiness (Van Linden and Fertman, 1998; Waldman, Galvin and Walumbwa, 2012).

The researcher believes that sustaining such culture will be most challenging in the prevailing Lebanese context. In fact, this culture must be acquainted with a mindful school

climate in which (1) principal communicates the vision for student leadership in encounters with team members, teachers, students and parents; (2) student voices are welcomed by adults; (3) students' leadership accomplishments are celebrated; (4) teachers' agency is in harmony with the vision.

Furthermore, the principals of the Lebanese Private Orthodox schools must demonstrate distributed leadership and hence operate with a mindset that regards leadership as an organizational property and recognizes leadership potential in every school administrator, teacher or student (Smylie and Hart, 1999; Firestone and Seashore Louis, 1999; Lambert, 2003; McNae, 2011). Principals enact as catalysts for distributing leadership among students through triggering organizational learning around student leadership development. The adults, namely the principal and teachers, need to share curiosity about leadership education (Traynor et al., 2013; Lavery and Hine, 2013) and accordingly, include student leadership development at the core of their professional learning agendas. This learning will only allow the principal and teachers to build their leadership capacity, model the leadership behaviors and coach students into leadership (McNae, 2011; Lavery and Hine, 2012; Hine, 2014). Besides, distributing leadership will require principals to institutionalize student voice in order to safeguard the organizational conditions that support student empowerment (Huggins, Klar, Hammonds and Buskey, 2016). This could be achieved through: (1) legitimizing the role of teachers as mentors for leadership development (Mitra, 2005; Hine and Lavery, 2015; Huggins, Klar, Hammonds

and Buskey, 2016); (2) providing opportunities for partnerships and collaboration among adults and students in which the input of students is welcomed and valued (Mitra, 2018).

Recommendations for Further Research

Based on the literature review, this study inaugurates the knowledge base in the context of the Arab world on student leadership identity; a step towards a much needed research agenda on students' agency in the context of formal education settings. Additional research in the context of Lebanese Private Orthodox schools that involve key stakeholders in the journey of student leadership development could build on this study. These studies can target: (1) exploring teachers' perceptions of student leadership identity and reconciling them with those of students; (2) exploring parents' perceptions of student leadership identity along with the perceived role of school and families in nurturing leadership among youth.

Moreover, given the scarcity of research on student leadership in the Arab world and the absence of a culturally grounded knowledge base, framing the rationale for this study and designing the research methodology relied essentially on the works of western scholars. To begin, three Lebanese Private Orthodox schools were only selected to produce a grounded model for student leadership identity. Nevertheless, although Yin (2009) and Taylor (2013) assert that multi-case study designs facilitate generalization, the researcher believes that building a grounded model for student leadership identity in the context of Lebanese Private Orthodox schools will require assessing the representativeness of the results of this study on the

larger population of students and principals in all Orthodox Lebanese schools. A large scale data collection using a questionnaire that is built on the grounded profile is needed to examine the extent to which the grounded profile is representative of the views of the members of other Orthodox schools and as result warrant its generalization.

In addition to that, as this study explored the principals and students' conceptions of student leadership along with organizational conditions that support student leadership development, additional research could be targeted towards examining principals and students' behaviors in order to examine the extent to which they apply their perceived model of student leadership in real life. This research could address one of the limitations of this study caused by the lack of field observations that explore principals and students in-action.

Furthermore, as identified in the combined profile, it is noteworthy that the participants across cases advanced similar characteristics to describe student leaders as well as the factors and organizational conditions that promote student leadership development. The researcher argues that the influence of Orthodox identity of the schools was prominently apparent in few role attributes of student leaders; in particular, those related to student leaders' enactment of a moral system. Therefore, further research in the Lebanese context could envision comparing and contrasting these student leadership themes among students in private Lebanese schools that are owned by different confessional communities. In fact, as "the majority of private schools in Lebanon are owned by religious denominations" (Karami-Akkary, 2014), a cross-cultural comparison of the Lebanese Orthodox School with schools of

different religious affiliations seems rational. Most importantly, such future research will answer scholars call for cross-cultural studies in an attempt to create culturally grounded knowledge base (Bottery, 2006; Dimmock and Walker, 2000; Heck and Hallinger, 2005; Karami-Akkary, 2013). Moreover, this new line of research might lead to depict the influence of the macro-cultural level (relevant to the Lebanese context) on Lebanese principals and students' understandings of student leadership identity.

Final recommendations for research entail exploring the interconnectedness of different constructs such as “leadership developmental readiness” and “leader developmental efficacy” (Reichard, Walker, Putter, Middleton and Johnson, 2016, p.2) along with student leadership identity. Indeed, the researcher argues that such constructs help identifying the factors that motivate students to lead or guide them to believe in their ability to grow as leaders. Ideally, a quantitative research could serve this purpose, as it will ensure the representativeness of a larger student body.

APPENDIX A

INDIVIDUAL INTERVIEW PROTOCOL FOR PRINCIPALS

Two individual interviews will be conducted with the principal of each of the participating schools. The aim of the first interview is two folded. Firstly, the researcher envisions acquiring acquaintance with the context of the school as well as the profile of the principal. Secondly, the researcher envisages building a model for student leadership identity from the perspective of the principal. The second interview aims at members checking. The list of questions that will guide the first interview is as follow:

A- Defining Student Leadership

1) What is your definition of a leader?

Possible probes: who can lead? What are the qualities that a leader possesses?

2) Please provide a description for a student leader. From your perspective, what are some roles associated with student leadership? Please provide examples of situations in which you believe your students enacted as leaders.

Possible probes: from your perspective, what traits, behaviors and attitudes do students leaders have? How do student leaders think? How do they behave in society, with peers and adults? What drives their actions? What acts are expected from student leaders?

3) Do you build student leadership in your school? If so, how?

Possible probes: can every student grow as a leader? What are the aims of building the leadership capacity of students? How do you prepare a student leader?

4) Does being a principal of an Orthodox school influenced your perception of student leadership identity? How?

Possible probes: does the Orthodox schools have any particular vision or mission in what relates to student leadership? Is there any distinctive and unique identity for Orthodox schools that make them suitable for developing the leadership capacity of their students?

B- Factors and Organizational Conditions affecting student leadership and its development

5) From your perspective, how can the school principal contribute to building student leadership?

Possible probes: what acts does the principal undertake? How does the principal relate to teachers, students and parents? What vision for student leadership a school principal must

articulate? How can he/she spread this vision? How do you think you are personally contributing to the promotion of your students' leadership identity?

6) Do teachers contribute to building the leadership potential of their students? If so, how?

Possible probes: What actions they undertake promote students' growth as leaders? What type of teacher agency contributes to the promotion of student leadership identity development? how do such teachers relate to students? How do they manage their classrooms? What should be the norms and beliefs upon which they must drive their actions?

7) From your perspective, what are the organizational conditions that support building student leadership and developing the leadership dimensions you mentioned earlier? What type of curriculum can contribute to building student leadership?

Possible probes: What type of school programs or projects help in developing students' leadership potential? what are the scope and aims of such programs? Who must design, plan, and monitor the implementation of these programs? how can leadership learning be integrated within the taught curriculum? What are the programs adopted at your school that support this aim?

APPENDIX B

FOCUS GROUP PROTOCOL FOR SECONDARY STUDENTS

A focus group will be conducted with a random sample of secondary students in each of the participating schools. The focus group aims essentially at soliciting the students' perspectives that will inform building a model for student leadership identity. It will evolve on the following questions:

A- Defining Student Leadership

1) What is your definition of a leader?

Possible probes: who can lead? What are the qualities that a leader possesses?

2) Please provide a description for a student leader? From your perspective, what are some roles associated with student leadership? Please provide examples of situations in which you believe students can enact as leaders.

Possible probes: from your perspective, what traits, behaviors and attitudes do students leaders have? How do student leaders think? How do they behave in society, with peers and adults? What drives their actions? What acts are expected from student leaders?

B- Factors and Organizational Conditions affecting student leadership and its development

3) From your perspective, does your school principal support your growth into leaders? If so, how?

Possible probes: what acts does the principal undertake? How does the principal relate to students? What vision for student leadership a school principal must articulate? How do you think your school principal is contributing to the promotion of students' leadership identity?

4) From your perspective, do teachers contribute to building students' leadership identity? How?

Possible probes: what actions they undertake to promote students' growth into leaders? How do such teachers relate to students? How do they manage their classrooms? What should be the norms and beliefs upon which they must drive their actions?

5) Please provide a description of a school setting in which you believe students grow as leaders. How can learners learn leadership and build their leadership identity in such schools?

Possible probes: what type of school programs or projects help in developing students' leadership potential? What are the scope and aims of such programs? Who must design, plan, and monitor the implementation of these programs? how can leadership learning be integrated

within the taught curriculum? What are the programs adopted at your school that support this aim?

APPENDIX C
SAMPLE SUMMARY OF FOCUS GROUP RESULTS PRESENTED
TO THE STUDENT PARTICIPANTS IN THE MEMBER
CHECKING INTERVIEW

Results of the Focus Group Interview with Students of St. Gregory
School

The aim of the member-checking interview is to seek the feedback of students on the conclusions that were reached after analyzing the data collected previously in the focus group interview. The results are presented under three themes: (1) conceptions of leadership; (2) conceptions of student leadership; and (2) conceptions of factors and organizational conditions influencing student leadership development.

Conception of Leadership

Students expressed their conception of leadership; they have addressed extensively the functions of leadership in different contexts, especially in developed and underdeveloped countries. “There is no society without a leader” (S5). The themes and sub-themes are presented in the following table:

- Leadership in Underdeveloped societies
 - o Current perception of leadership in underdeveloped societies
 - Being autocratic
 - Being powerful and wealthy
 - Role of leadership in underdeveloped societies
 - Implementing a vision for change (leading society towards education and development)
- Leadership in Developed societies
 - Being Friendly
 - Speaking on behalf of people
 - Equal chances for all to become leaders

Students discussed the different personal qualities that a leader possesses; the resulting themes and sub-themes are the following:

- A leader possesses special personal qualities:
 - A leader is cultured and educated
 - A leader is patient

- A leader is confident
 - A leader is ethical
 - A leader commits to developing oneself
 - A leader is wise
 - A leader is independent
 - A leader demonstrates responsibility towards others.
- A leader convinces and guides his followers.

Conception of Student Leadership

According to students, student leaders possess special characteristics identified below:

- A student leader possesses special personal qualities;
 - Being humble
 - Being patient
 - Possessing a confident and daring personality
 - Being coherent
 - Being popular and influencing peers
 - Demonstrating organizational and self-regulation abilities
- A student leader takes initiatives at school and in community;
 - Contributes in community projects
 - Supports peers

- A student leader serves as a ‘liaison’ between peers and school administration:
- Represents peers
- Adopts a persuasive approach
- Negotiates with the school administration
- Demonstrates a respectful attitude

Factors and Organizational Conditions contributing to Student Leadership Development

Principal influence on Student Leadership Development

According to students, school principal plays a great role in supporting students’ growth into leaders. Dimensions of Principalship that define this direction are the following:

- The school principal guarantees channels of communication between students and school administration
 - The Head of Secondary division being the liaison between students and school principal
 - The school principal attends to students’ opinions and concerns
- The school principal facilitates students leadership development through providing opportunities for students’ growth; namely:
 - Exposing students to leaders and role models
 - Hiring personnel for supporting students

- Granting students school-wide responsibilities
- The school principal develops a vision that promotes student leadership development
- The school principal shapes the school climate to support each student's development.

Teachers' influence on student leadership

According to students, teachers hold a great role in helping students grow into leaders. The profile and roles of teachers who develop their students' leadership potential are identified below:

- Teachers demonstrate a humble and caring attitude towards students.
- Teachers engage students in class to help them develop his academic abilities.
- Teachers allow students to express themselves and manage instructional time to accommodate for class discussions.

Extra-Curricular Activities and Competitions

According to students, extra-curricular activities and competitions conducted at school contribute to student leadership development. Nonetheless, students' answers suggest the following:

- Participation in competitions out of school are restricted to high achieving students.
- Absence of opportunities for students in planning and leading school activities.

Curriculum influence on student leadership development

According to students, the school curriculum can influence students' growth into leaders; characteristics of such curriculum are the following:

- A curriculum that exposes students to leaders
- A curriculum that enables students explore and develop their interests and skills
- A curriculum that is student-centered (a curriculum that triggers students' responsibility for learning)

Influence of parenting approach on student leadership

Parents influence their children's growth into leaders through fulfilling the role below:

- Modeling the leadership behavior
- Nurturing their children's talents
- Enabling their children to build their own belief system without indoctrination

Influence of socio-cultural context on student leadership development

According to students, the school's external environment promotes a conception of leadership that does not support students' growth into leaders; the prevailing conception associates leadership with;

- Adulthood rather than youth
- Knowledge
- Charisma
- Manhood
- Wealth and Power
- Political Affiliation

APPENDIX D

SAMPLE SUMMARY OF INDIVIDUAL INTERVIEW RESULTS
PRESENTED TO A PRINCIPAL PARTICIPANT IN THE MEMBER
CHECKING INTERVIEW

Results of Individual Interview with Principal of St. John School

The aim of the member-checking interview is to seek the feedback of the principal participant on the conclusions that were reached after analyzing the data collected previously in the individual interview. The results are presented under three themes: (1) conceptions of leadership; (2) conceptions of student leadership; and (2) conceptions of factors and organizational conditions influencing student leadership development.

Conception of Leadership

According to the school principal, leadership starts with a talent; yet, it is mostly developmental as the talent could be explored and developed through training and development:

- Leadership is a developmental journey guiding the individual to explore and develop leadership qualities.
- Leadership involves taking the initiative of elaborating a vision.

Conception of Student Leadership

According to the school principal, students who have built their leadership capacity demonstrate the following profile:

- Student leaders possess special personality traits;
 - Student leaders possess a strong and daring personality
 - Student leaders demonstrate intelligence
 - Student leaders reflect empathy
 - Student leaders are polite
 - Student leaders are popular
- Student leaders play an active role in school life;
 - Student leaders take initiatives
 - Student leaders represent their peers.

- Student leaders enact according to a platform of values;
 - They reflect faith and the teachings of the Gospel
 - They reflect responsibility and citizenship

Factors and Organizational Conditions contributing to Student Leadership Development

Orthodox Identity

According to the school principal, there are no direct reference to developing student leadership in the mission of the Orthodox school. Nevertheless, through linking the ideas brought up by the principal, one can claim that the Orthodox school attempts to make the ambiance and spirit a Christian one, and aim that the leadership to nurture among students stems from this faith and spirit. Elements of the Orthodox identity that contribute to student leadership development are the following:

- Nurturing values and faith among students
- Empowering students to employ their leadership constructively in the society
- School members reflect a Christian spirit in their school life

Principal influence on Student Leadership Development

The school principal defines the dimensions of principalship that contribute to student leadership development.

- The school principal provide opportunities that facilitate students' growth into leaders:
 - Granting students responsibilities
 - Developing activities that develop student leadership
 - Setting directions for empowering students to teachers and administrators

- The school principal promotes a vision that supports student leadership development; dimensions of this vision are:
 - Student leadership reflecting the teachings of the Gospel
 - Respecting and empowering each student
 - Channeling students' negative attitude into positive leadership
 - Guaranteeing communication with students / Attending to students' opinions and concerns

Extra-Curricular Activities and Competitions

The school principal admits that he has not given extra-curricular activities and programs enough attention, yet he believes that in-house or external activities and programs contribute to nurturing the spirit of leadership among students; through:

- Extra-curricular activities and programs develop students' leadership qualities (creativity and self-confidence)

Teachers' influence on student leadership

According to the school principal, teachers hold a great role in building students' leadership potential. The school principal has even elaborated on the concept of teacher leadership and its relation to student leadership. Dimensions of teachers' agency facilitating students' growth into leaders are:

- Teachers demonstrate a leadership personality, reflected though:
 - Possessing and strong and influencing personality
 - Engaging in school life and suggesting improvement initiatives
- Teachers demonstrate instructional leadership through employing interactive and empowering teaching approach
- Teachers enact according to platform of beliefs that supports student leadership development:
 - Supporting students' initiatives
 - Valuing students' presence and opinions
 - Granting students freedom and responsibility

Influence of parenting approach on student leadership

According to the school principal, parents can support the school's direction towards building the leadership capacity of students. The themes that could be extracted from the principal's answers:

- Parents being poorly engaged in their children school life

- Assigning the responsibility of following up on their children studies to ‘afterschool’ centers.
- Integrating student leadership on the agenda of school-parents relations supports student leadership development.

Influence of socio-cultural context on student leadership development

The school principal mentioned one aspect related to the school community that supports developing students’ civic commitments:

- Civil and Political institutions are available in the region, in which students can enroll.

REFERENCES

- Abouchedid, K., Nasser, R., and Blommestein, J. V. (2002). The limitations of inter-group learning in confessional school systems: The case of Lebanon. *Arab Studies Quarterly*, 24(4), 61-82.
- Akkary, R. K. (2014). The role and role context of the lebanese school principal: Toward a culturally grounded understanding of the principalship. *Educational Management Administration and Leadership*, 42(5), 718-742. doi:10.1177/1741143213510503
- Alexander, P. (2014). Thinking critically and analytically about critical-analytic thinking: An introduction. *Educational Psychology Review*, 26(4), 469-476. doi:10.1007/s10648-014-9283-1
- Al Nabhan, M. (2010). Emotional intelligence as a predictor of leadership of Kuwaiti high and low achieving 11th graders. *Gifted and Talented International*, 25(2), 107-110.
- Altheide, D. L., and Johnson, J. M. (2011). Reflections on interpretive adequacy in qualitative research. *The SAGE handbook of qualitative research*, 581-594.
- Anderson, J. I., and Kim, E. (2009). Youth leadership development: perceptions and preferences of urban students enrolled in a comprehensive agriculture program. *Journal of Agricultural Education*, 50(1), 8-20.

- Archard, N. (2011). Peer influence on female student leadership attainment, capacity and development: a staff and student perspective within a girls' school context. *Leading and Managing*, 17(1), 1-15.
- Archard, N. (2012). Student leadership development in Australian and New Zealand secondary girls' schools: A staff perspective. *International Journal of Leadership in Education*, 15(1), 23-47. doi:10.1080/13603124.2011.605472
- Archard, N. (2012). Student Leadership Development in Australian and New Zealand secondary girls' schools: A Staff Perspective, *International Journal of Leadership in Education*, 15(1), 23-47. doi: 10.1080/13603124.2011.605472
- Armstrong, S. J., and Fukami, C. V. (2009). *The SAGE handbook of management learning, education and development*. Los Angeles: SAGE
- Bandura, A. (2001). SOCIAL COGNITIVE THEORY: An Agentic Perspective. *Annual Review Of Psychology*, 52(1), 1.
- Bell, D. S. (2011). *Political leadership*. London;Los Angeles, [Calif.]:: SAGE.
- Bento, A., and Ribeiro, I. (2010). Sustainable leadership of senior students: The case study of madeira. *Journal of Teacher Education for Sustainability*, 12(1), 66-74. doi:10.2478/v10099-009-0047-9
- Bowman, R. F. (2013). Learning leadership skills in middle school. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 86(2), 59-63. doi:10.1080/00098655.2012.744291
- Bowman, R. F. (2014). Learning leadership skills in high school. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 87(2), 59-63. doi:10.1080/00098655.2013.842533
- Campbell, C., Gold, A., and Lunt, I. (2003). Articulating leadership values in action: Conversations with school leaders. *International Journal of Leadership in Education*, 6(3), 203-221. doi:10.1080/1360312032000090064

- Center for Educational Research and Development, Statistics Bulletin. (2013). Retrieved from <https://www.crdp.org/stat-details?id=6228andla=en>
- Charmaz, K. (2011). Grounded Theory Methods in Social Justice Research. In *The SAGE Handbook of Qualitative Research* (4th ed., pp. 359-380). The United States of America: SAGE.
- Clutterbuck, D. (2008). What's happening in coaching and mentoring? And what is the difference between them? *Development and Learning in Organizations: An International Journal*, 22(4), 8-10. doi:10.1108/14777280810886364
- Cohen, J., Cook-Sather, A., Lesnick, A., Alter, Z., Awkward, R., Decius, F., Mengesha, L. (2013). Students as leaders and learners: Towards self-authorship and social change on a college campus. *Innovations in Education and Teaching International*, 50(1), 1-11. doi:10.1080/14703297.2012.746511
- Daniels, J., and Brooker, J. (2014). Student identity development in higher education: Implications for graduate attributes and work-readiness. *Educational Research*, 56(1), 65-76. doi:10.1080/00131881.2013.874157
- Davis, J. (2015). The impact of role identity on student expectations. *Higher Education, Skills and Work-Based Learning*, 5(1), 42-52. doi:10.1108/HESWBL-08-2014-0041
- Day, D. V. (2000). Leadership development: A review in context. *The Leadership Quarterly*, 11(4), 581-613. doi:10.1016/S1048-9843(00)00061-8
- Dempster, N., and Lizzio, A. (2007). Student leadership : Necessary research. *Australian Journal of Education*, 51(3), 276-285. doi:10.1177/000494410705100305
- Dial, D. (2006). *Students' perceptions of leadership and the ways in* (Unpublished master's thesis). Louisiana State University and Agricultural and Mechanical College. http://digitalcommons.lsu.edu/gradschool_theses/900
- Dennis, A. (2011). Symbolic interactionism and ethnomethodology. *Symbolic Interaction*, 34(3), 349-356. doi:10.1525/si.2011.34.3.349

- Denzin, N., and Lincoln, Y. (2011). Introduction: The Discipline and Practice of Qualitative Research. In *The SAGE Handbook of Qualitative Research* (4th ed., pp. 1-20). The United States of America: SAGE.
- Derry, S. J., DuRussel, L. A., and O'Donnell, A. M. (1998). Individual and distributed cognitions in interdisciplinary teamwork: A developing case study and emerging theory. *Educational Psychology Review*, *10*(1), 25-56. doi:10.1023/A:1022806130931
- DeRue, D. S., and ASHFORD, S. J. (2010). who will lead and who will follow? a social process of leadership identity construction in organizations. *The Academy of Management Review*, *35*(4), 627-647. doi:10.5465/AMR.2010.53503267
- Walker, A., and Dimmock, C. (2000). Mapping the way ahead: Leading educational leadership into the globalised world. *School Leadership and Management*, *20*(2), 227-233. doi:10.1080/13632430050011443
- Drago-Severson, E. (2004). *Becoming adult learners: Principles and practices for effective development*. New York: Teachers College Press.
- DuFour, R., and Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. *National Educational Service*, 1252 Loesch Road, Bloomington, IN 47404-9107; Retrieved from <http://search.proquest.com/docview/62438231?accountid=8555>
- Firestone, W. A., and Louis, K. S. (1999). Schools as cultures. *Handbook of research on educational administration*, *2*, 297-322.
- Fishman, E. J. (2014). With great control comes great responsibility: The relationship between perceived academic control, student responsibility, and self-regulation. *British Journal Of Educational Psychology*, *84*(4), 685-702. doi:10.1111/bjep.12057
- Flores, N., and Chu, H. (2011). How does size matter? the impact of the rise of small schools on latinos and emergent bilinguals in new york city. *International Journal of Bilingual Education and Bilingualism*, *14*(2), 155-170. doi:10.1080/13670050.2010.539671

- Frost, D. (2012). From professional development to system change: teacher leadership and innovation. *Professional development in education*, 38(2), 205-227.
- Gall, J. P., Gall, M. D., and Borg, W. R. (2009). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th ed.). Boston, MA: Allyn and Bacon.
- Glickman, C. D., Gordon, S.P., and Ross-Gordon, J. M. (2010). *Supervision and Instructional Leadership: A Developmental Approach* (8th ed.). Boston, MA: Allyn and Bacon.
- Goldkuhl, G., and Cronholm, S. (2010). Adding theoretical grounding to grounded theory: Toward multi-grounded theory. *International Journal of Qualitative Methods*, 9(2), 187-205. doi:10.1177/160940691000900205
- Grunwell, S. G. (2015). Leading our World Forward: An Examination of Student Leadership Development. *Journal of Leadership Education*, 14(2), 82-99. doi:10.12806/V14/I2/R6
- Harb, S. J., and American University of Beirut. Faculty of Arts and Sciences. Department of Education. *Identification and alignment of Lebanese teachers' and principals' perspectives of effective school leadership*
- Heck, R. H., and Hallinger, P. (2005). The Study of Educational Leadership and Management Where Does the Field Stand Today?. *Educational Management Administration and Leadership*, 33(2), 229-244. doi: 10.1177/1741143205051055.
- Hine, G. C. (2014). Student Leadership development: A Functional Framework, *Journal of Catholic Education*, 18(1), 79-110. DOI: 10.15365/joce.1801052014
- Holstein, J., and Gubrium, J. (2011). The Constructionist Analytics of Interpretive Practice. In *The SAGE Handbook of Qualitative Research* (4th ed., pp. 341-358). The United States of America: SAGE.
- Hoy, W. and Miskel, C (2008). *Educational Administration: Theory, Research and Practice* (8th ed) New York: McGraw Hill.
- Huggins, K. S., Klar, H. W., Hammonds, H. L., and Buskey, F. C. (2016). Supporting leadership development: An examination of high school principals' efforts to develop

- leaders' personal capacities. *Journal of Research on Leadership Education*, 11(2), 200-221. doi:10.1177/1942775116658636
- Jantzi, D., and Leithwood, K. (1996). Toward an explanation of variation in teachers' perceptions of transformational school leadership. *Educational Administration Quarterly*, 32(4), 512.
- Jarett, C. (2011). *The Rough Guide to Psychology an introduction to human behaviour and the mind*. New York: Rough Guides.
- Kamberelis, G., and Dimitriadis, G. (2011). Focus Groups: Contingent Articulations of Pedagogy, Politics, and Inquiry. In *The SAGE handbook of qualitative research* (4th ed., pp. 545-561). The United States of America: SAGE.
- Karaxha, Z., Agosto, V., and Bellara, A. P. (2014). The hidden curriculum: Candidate diversity in educational leadership preparation. *Journal of Research on Leadership Education*, 9(1), 34-58. doi:10.1177/1942775113498374
- Kilbourne, M. A., and American University of Beirut. Faculty of Arts and Sciences. Department of History and Archaeology. (2007). *The Greek orthodox community of Syria and Lebanon in the twentieth century*
- Klar, H. W. (2012). Fostering distributed instructional leadership: A sociocultural perspective of leadership development in urban high schools. *Leadership and Policy in Schools*, 11(4), 365. doi:10.1080/15700763.2012.654886
- Osteen, L., Owen, J. E., Komives, S. R., Mainella, F. C., and Longerbeam, S. D. (2006). A leadership identity development model: Applications from a grounded theory. *Journal of College Student Development*, 47(4), 401-418. doi:10.1353/csd.2006.0048
- Osteen, L., Owen, J. E., Komives, S. R., Mainella, F. C., and Longerbeam, S. D. (2006). A leadership identity development model: Applications from a grounded theory. *Journal of College Student Development*, 47(4), 401-418. doi:10.1353/csd.2006.0048
- Kouzes, J. M., and Posner, B. Z. (2011). Leadership begins with an inner journey. *Leader to Leader*, 2011(60), 22-27. doi:10.1002/ltl.464

- Kowalski, T. (2009). Need to Address Evidence-Based Practice in Educational Administration, *Educational Administration Quarterly*, 2009 45: 351 originally published online 16 March 2009 DOI: 10.1177/0013161X09333623
- Lambert, L. (1995). *The constructivist leader*. New York: Teachers College Press.
- Lambert, L. (2003). Leadership redefined: An evocative context for teacher leadership. *School Leadership and Management*, 23(4), 421-430. doi:10.1080/1363243032000150953
- Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Landorf, H., and Nevin, A. (2007). Inclusive global education: Implications for social justice. *Journal of Educational Administration*, 45(6), 711-723. doi:10.1108/09578230710829892
- Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective Practice*, 1(3), 293-307. doi:10.1080/713693162
- Lavery, S. D., and Hine, G. C. (2013). Catholic School Principals: Promoting Student Leadership, *Catholic Education: a Journal of Inquiry and Practice*, 17(1), 41-66
- Lavery, S., and Neidhart, H. (2003). Year 12 students as leaders: An inclusive approach. In *Refereed paper presented at AARE/NZARE Conference. Auckland. November.*
- Leithwood, K., Patten, S., and Jantzi, D. (2010). Testing a conception of how school leadership influences student learning. *Educational Administration Quarterly*, 46(5), 671-708. DOI:10.1177/0013161X10377347.
- Levers, M. -. D. (2013). Philosophical paradigms, grounded theory, and perspectives on emergence. *SAGE Open*, 3(4) doi:10.1177/2158244013517243
- Liu, X. (2014). The Problem of Character Education and Kohlberg's Moral Education: Critique from Dewey's Moral Deliberation. *Philosophical studies in Education*, 45, 137.
- Malakyan, P. G. (2014). Followership in leadership studies: A case of Leader-Follower trade approach. *Journal of Leadership Studies*, 7(4), 6-22. doi:10.1002/jls.21306

- Mangin, M. M. (2007). Facilitating elementary principals' support for instructional teacher leadership. *Educational Administration Quarterly*, 43(3), 319-357.
doi:10.1177/0013161X07299438
- McNae, R. (2010). Young women and the co-construction of leadership. *Journal of Educational Administration*, 48(6), 677-688. doi:10.1108/09578231011079548
- McNae, R. (2011). Student Leadership in Secondary Schools: The influence of school context on young women's leadership perceptions. *Leading and Managing*, 17(2), 36.
- McNiff, J. (2002). *Action Research for professional development: Concise advice for new action researchers* (3rd edition). UK: September Books.
- Mills, J., Bonner, A., and Francis, K. (2006). The development of constructivist grounded theory. *International Journal of Qualitative Methods*, 5(1), 25-35.
doi:10.1177/160940690600500103
- Mitra, D. L. (2005). Adults advising youth: Leading while getting out of the way. *Educational Administration Quarterly*, 41(3), 520-553. doi:10.1177/0013161X04269620
- Mitra, D. (2018). Student voice in secondary schools: The possibility for deeper change. *Journal of Educational Administration*, 56(5), 473-487. doi:10.1108/JEA-01-2018-0007
- Muammar, O. M. (2015). The differences between intellectually gifted and average students on a set of leadership competencies. *Gifted Education International*, 31(2), 142-153.
doi:10.1177/0261429413498007
- Murphy, J. (2015). Creating communities of professionalism: Addressing cultural and structural barriers. *Journal of Educational Administration*, 53(2), 154-176.
doi:10.1108/JEA-10-2013-0119
- Nathan, S. (2013). Creating future leaders: An examination of youth leadership development in australia. *Education + Training*, 55(6), 584-598. doi:10.1108/ET-08-2012-0082
- Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Cambridge: Cambridge University Press.

- Odom, S. F., Boyd, B. L., and Williams, J. (2012). Impact of personal growth projects on leadership identity development. *Journal of Leadership Education*, 11(1), 49-63.
doi:10.12806/V11/I1/RF3
- O'Neil, H. F., Wainess, R., and Baker, E. L. (2005). Classification of learning outcomes: Evidence from the computer games literature. *Curriculum Journal*, 16(4), 455-474.
doi:10.1080/09585170500384529
- Olson, C. (2011). The deep roots of the fairness committee in Kohlberg's moral development theory.8(1), 125-135. doi:10.1086/659442
- Owens, R. ,and Valesky, T. C. (2011). *Organizational Behavior In Education (10th ed.)*. Boston: Pearson.
- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative Social Work*, 1(3), 261-283.
doi:10.1177/1473325002001003636
- Pedersen, J., Yager, S., and Yager, R. (2012). Student Leadership Distribution: Effects of a Student-Led Leadership Program on School Climate and Community. *International Journal Of Educational Leadership Preparation*, 7(2).
- Peräkylä, A., and Ruusuvuori, J. (2011). Analyzing Talk and Text. In *The SAGE Handbook of Qualitative Research* (4th ed., pp. 529-543). The United States of America: SAGE.
- Phan, H. P. (2010). Critical thinking as a self-regulatory process component in teaching and learning. *Psicothema*, 22(2), 284-292.
- Phan, H. P. (2011) Deep Processing Strategies and Critical Thinking: Developmental Trajectories Using Latent Growth Analyses, *The Journal of Educational Research*, 104:4, 283-294, DOI:10.1080/00220671003739382
- Pickup, A. (2017). Institutional control of social studies teaching as phronesis: A multi-case study. *The Qualitative Report*, 22(8), 2129.

- Posner, B. Z., Crawford, B., and Denniston-Stewart, R. (2015). A longitudinal study of Canadian student leadership practices. *Journal Of Leadership Education*, 14(2), 161-181. doi:10.12806/V14/I2/R11
- Ready, D. D., and Lee, V. E. (2006). Optimal context size in elementary schools: Disentangling the effects of class size and school size. *Brookings Papers on Education Policy*, 2006(1), 99-135. doi:10.1353/pep.2007.0006
- Reichard, R. J., Walker, D. O., Putter, S. E., Middleton, E., and Johnson, S. K. (2017;2016;). Believing is becoming: The role of leader developmental efficacy in leader self-development. *Journal of Leadership and Organizational Studies*, 24(2), 137-156. doi:10.1177/1548051816657981
- Rule, P., and John, V. M. (2015). A necessary dialogue. *International Journal of Qualitative Methods*, 14(4) doi:10.1177/1609406915611575
- Schunk, D. H., and Zimmerman, B. J. (Eds.). (1998). *Self-regulated learning: From teaching to self-reflective practice*. Guilford Press.
- Smylie, M. A., and Hart, A. W. (1999). School leadership for teacher learning and change: A human and social capital development perspective. *Handbook of research on educational administration*, 2, 421-441.
- Stake, R. E. (2006). *Multiple case study analysis*. New York: Guilford Press.
- Sternberg, R., and Williams, W. (2010). *Educational Psychology* (2nd ed.). Upper Saddle River, New Jersey: Pearson Education.
- Stets, J. E., and Burke, P. J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly*, 63(3), 224-237. doi:10.2307/2695870
- Stone-Johnson, C. (2014). Responsible leadership. *Educational Administration Quarterly*, 50(4), 645-674. doi:10.1177/0013161X13510004
- Suri, H. (2011). Purposeful sampling in qualitative research synthesis. *Qualitative Research Journal*, 11(2), 63-75. doi:10.3316/QRJ1102063

- Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly*, 43(2), 221-258. doi:10.1177/0013161X06293717
- Traynor, A. P., Boyle, C. J., and Janke, K. K. (2013). Guiding principles for student leadership development in the doctor of pharmacy program to assist administrators and faculty members in implementing or refining curricula. *American Journal of Pharmaceutical Education*, 77(10), 221. doi:10.5688/ajpe7710221
- Van Linden, J., and Fertman, C. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Publishers.
- Van Vugt, M. (2006). Evolutionary Origins of Leadership and Followership. *Personality and Social Psychology Review (Lawrence Erlbaum Associates)*, 10(4), 354-371. doi:10.1207/s15327957pspr1004_5
- Waldman, D. A., Galvin, B. M., and Walumbwa, F. O. (2013). The development of motivation to lead and leader role identity. *Journal of Leadership and Organizational Studies*, 20(2), 156-168. doi:10.1177/1548051812457416
- Walker, M. (2003). Framing social justice in education: What does the 'capabilities' approach offer? *British Journal of Educational Studies*, 51(2), 168-187. doi:10.1111/1467-8527.t01-2-00232
- Walker, A. D. (2006). Leader development across cultures. *Journal of Research on Leadership Education*, 1(1), 1-3. doi:10.1177/194277510600100118
- Whitehead, G. (2009). Adolescent leadership development: Building a case for an authenticity framework. *Educational Management Administration and Leadership*, 37(6), 847-872. doi:10.1177/1741143209345441
- Wielkiewicz, R. M., Fischer, D. V., Stelzner, S. P., Overland, M., and Sinner, A. M. (2012). Leadership attitudes and beliefs of incoming first-year college students: A multi-institutional study of gender differences. *Journal of Leadership Education*, 11(2), 1-25. doi:10.12806/V11/I2/RF1

- Ylimaki, R. M. (2012). Curriculum leadership in a conservative era. *Educational Administration Quarterly*, 48(2), 304-346. doi:10.1177/0013161X11427393
- Ylimaki, R. M., Fetman, L. J., Matyjasik, E., Brunderman, L., and Uljens, M. (2017). Beyond normativity in sociocultural reproduction and sociocultural transformation: Curriculum Work–Leadership within an evolving context. *Educational Administration Quarterly*, 53(1), 70-106. doi:10.1177/0013161X16669200
- Zhiyenbayeva, N. B., Abdrakhmanova, R. B., Abdrakhmanov, A. E., Tapalova, O. B., Samal, K., and Elmira, U. (2014). Experimental study of students’ spiritual-moral development. *Procedia - Social and Behavioral Sciences*, 131, 465-469. doi:10.1016/j.sbspro.2014.04.149
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166-183. doi:10.3102/0002831207312909

Arabic References

- سكاف، أ. (٢٠٠١). المدرسة الأرثوذكسية، إستقامة رأي واستقامة عمل. مداخلة في المؤتمر الأول للمدارس الأرثوذكسية في لبنان وسوريا، عرض للنشأة والوظيفة واستشراف للدور والتحديات، دمشق، سوريا
- الذهبي، ه. (٢٠١٦). القدرة القيادية لدى طالبات الجامعة. مجلة كلية التربية للبنات، 27(4)، 1397-1410.
- السيد ج.، شريف ح. (2010). دور الإدارة المدرسية في إخراج جيل القادة : دراسة تطبيقية على مدارس القيس في الفترة من ٢٠٠٤ – ٢٠٠٨ م (رسالة ماجستير) جامعة الزعيم الأزهرى. السودان. doi:T: 249155116343.

library@aau.edu.sd