Leadership skills among excellent students at secondary schools in Kingdom of Bahrain: a comparative study between males and females

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master Degree in Counseling Psychology

Submitted by
Amal Ahmed Nasser Al jenaid
Student ID: 19839027

Supervised by
Dr. Ahmed Saad Galal
Associated Professor, Department of Psychology
University of Bahrain

Kingdom of Bahrain
June, 2014
Summary

The current study aimed to identify the most important leadership skills available to the excellent students at secondary schools in the Kingdom of Bahrain, as well as the disclosure of the significance of the differences between males and females in leadership skills (if any). And come to find out whether the leadership skills to develop student's progress through the grades or not.

The study was conducted on a sample of high school excellent students in the Kingdom of Bahrain, and who has a cumulative average is 90% and above, the total sample was 107 (45 males by 42.1 %, and 62 females increased by 57.9 %).

The scale of leadership skills among excellent students prepared by the researcher, after returning to the scales on the subject of leadership skills, and formed the dimensions of the scale of personal skills, and technical skills, and human skills, and intellectual skills, and management skills, and therefore amounted to 58 items of the scale as a whole which is a highlight of the leadership skills of the individual. After verification of the validity and reliability of the tools in the local environment, the most important was reached the following conclusions:

1 - The level of leadership skills is too high relative to the total overall leadership skills, as well as for humanitarian skills, and intellectual, and administrative. While the level of technical skills was only high.

2 - The highest leadership skills among the members of the sample was (an individual's ability to express his opinion clearly), then (attention external appearance), and then (the selection of the appropriate words).

3 - The highest technical leadership skills among the members of the sample was (helping to raise the efficiency of colleagues), then (following up the implementation of decisions taken), then (the distribution of responsibilities in the joint work colleagues).

4 - The highest humanitarian leadership skills among members of the sample were (good relations with colleagues and teachers at the school), and then (the development of relations based on friendship between colleagues), then (personal belief in freedom for colleagues).

5 - The highest intellectual leadership skills among the members of the sample was (to take advantage of the ideas put forward by colleagues during the debate), then (the ability to listen to colleagues), then (identifying problems facing).

6 - The highest intellectual leadership skills among the members of the sample was (to take the appropriate decisions for the benefit of the group, which is chaired), and then (to stimulate colleagues to pay attention to the work assigned by the teacher), then (laws and regulations of school).

7 - There are significant differences between males and females in leadership skills, the overall degree of leadership skills in favor of females counted 0.05 levels, as well as in technical skills, and human, and administrative levels of significance at 0.001. And 0.01 and 0.05, and in favor of females in all cases, while not significance of differences between males and females in personal skills, and intellectual.

8 - There are no statistically significant differences between the grades in the overall degree of leadership skills in any of the other skills, except in management skills. Using the Scheffe test to hold bilateral comparisons between pair's averages, showing that differences in managerial skills were between the second and third grades for the third grade at 0.05 level.