The Effect of the Leadership Development Model on High School Students' Leadership as a Soft Skill

Rima Kamaeva[1], Marina Zemsh[2], Suriya Gilmanshina[3] and Tatyana Galich[4]
[1]Department of Tatar Philology, Yelabuga Institute of the Kazan Federal University
[2]Department of Psychology and Social Pedagogy, State Humanitarian University of Technology
[3]Department of Chemical Education, Kazan (Volga region) Federal University
[4]Department of Theory and Methodology of Preschool and Primary School Education, Yelabuga Institute of the Kazan Federal University

Abstract

The aim of this work is to describe a model of efficient leadership qualities development among students in the process of soft skills acquisition. The research was implemented in School No. 98 and Lyceum No. 177 (Kazan). It included a total of 144 students in grades 8-10. The study comprised of a diagnostic, experimental and final phase. At the diagnostic phase, the level of leadership among secondary school students was determined according to the method developed by Zharikov and Krushelnitsky. The model was tested and introduced into secondary education during the experimental phase. A comparative analysis of the results obtained at the diagnostic and final phase in all grade revealed an increase in the number of respondents with moderate and high leadership potential. This fact indicates that the implementation of the leadership development model can be considered successful and may be used in other educational institutions. The introduction of the leadership development model will contribute to further improvement of leadership qualities and soft skills among students. The results of this study can be used as a reference for subsequent research in this field.

Key words: *educational process; leadership development; skills modeling; student training; soft skills.*

Introduction

The development of soft skills continues to be among the main challenges in the education process nowadays. Soft skills include communication, creative and critical thinking, decision making, time management, motivation, problem-solving, and leadership qualities formed during school education. Some researchers determine the need for the pedagogical community to develop leadership already in elementary school (Özer & Beycioğlu, 2013). Elizondo-García et al. (2019) note the existence of a relationship between the level of teachers' professional skills and students' leadership. Foreign researchers have also proved the effectiveness of cooperation between school leaders, teachers, parents, and volunteer organizations in building leadership qualities among students (Malluhi & Alomran, 2019). Some scholars attribute leadership to the main vectors of modern schools' activity (Razak et al., 2019) and evaluate teachers' level of motivation and readiness to take active leadership roles (Renihan, 2012).

Separate studies review the most promising and effective practices of student leadership and analyze various limitations and barriers that arise when applying student leadership practices in the school environment (Black et al., 2014). Rehm (2014) offers unique models of leadership formation among schoolers, with an emphasis on personal growth and practical implementation of skills acquired during the training. Dubro (2015) proposes to design a leadership development models among high schoolers with a competency-based approach, reflecting the formation of fundamental leadership competencies. The study of the development and manifestation of leadership qualities during soft skills formation of involves respondents of various age categories, including even headmasters of urban, suburban, and rural schools (Erwin et al., 2011).

Practical orientation of many studies should be especially mentioned. These studies focused on the potential of student leaders, the application of key student leadership paradigms, and new initiatives to build research capacity and develop student leadership (Cheng, 2009). Cheng (2018) in turn confirms the leadership influence on secondary school performance.

The issue of students' leadership provokes various thoughts, since some researchers associate it with a leadership team which acts as a driving force in creating an efficient school environment (Movit et al., 2010). Parsons and Beauchamp (2012) note that high leadership qualities of management promote teachers' effectiveness, improve educational programs and motivational levels of students. Sahin (2011) indicates a positive and high-level relationship between teaching, school culture and leadership. Jeffers (2010) emphasizes the fact that the implementation of educational innovations in the school context is faced with resistance from the existing practices, and overcoming them depends entirely on the commitment of the school management to the leading values and the chosen prospects for the development of their institution. Many scholars are also striving to improve leadership through better training, hiring, supporting, and evaluating employees (Herman et al., 2017). Lilley (2010) examines the nature

of student leadership and differences between the perceptions of student leaders in the university context and expectations of educational institutions. Breakspear et al. (2017) implement an approach in achieving effective students leadership through team building and leadership promotion. Besides, they note the necessity of developing the program of flexible learning leaders. Researchers see the prospects for developing student leadership in students playing the key roles in the educational process, including innovations in the process and therefore improving the quality of education (Scheerens, 2012). AL-Jabari (2019) defines major characteristics of a student leader and their correlation with the microclimate of the educational institution. Many researchers also attribute leadership to the most popular US employers' soft skills, the manifestations of which are mastery of business communication and time management (Bogdan, 2017; Schreiber, 2018).

A growing body of literature examines the advisability of active development of high schoolers' leadership potential through the implementation of individual projects and programs, which in turn effects further successful socialization of students (Kotelnikov, 2015). However, at the same time researchers note the insufficiency of strategic efforts aimed at developing school student leadership (Quong & Walker, 2010). In addition to this, researchers emphasize the crucial role of the school management in motivating teaching staff and representing student leaders as agents of change (Hairon & Dimmock, 2012). Based on the aforementioned investigated factors, it can be said that a significant need exists for leadership formation among secondary school students. Soft skills in the form of leadership can be offered to students as an important part of their conscious development into independent and significant individuals. The need for leadership development may not be realized by the students themselves, but it remains necessary and useful.

Raitskaya and Tikhonova (2018), as well as Storchak (2012), actualize the need for soft skills development among Russian students. In turn, Patlina and Popova (2017) provide an analysis of various approaches to soft skills development and confirm the necessity of interaction between universities and schools. The crucial role of soft skills formation in career success is confirmed by Batsunov et al. (2018).

The establishment of a relationship between the teacher's example, school culture, the level of leadership manifestation and the development of leadership by students of different ages are common characteristics of the reviewed scientific works. At the same time, not all researchers attribute student leadership to soft skills and offer effective measures for the development of leadership qualities by using various innovative tools. This issue remains challenging for many countries, including Russia.

The analyzed studies actualize the need to design a model for the formation of student leadership with positive effects on soft skills development. The scientific novelty of the present research lies in creating a student leadership development model as one of the coomponents of soft skills. A significant amount of research is devoted to the study of soft skills of university students, as well as the role of soft skills in school

learning. Studies of school student leadership focus primarily on the preparation for future education in higher education or professional life (Gott et al., 2019), and on the social aspects of leadership as a skill already formed by some selected individuals (Kouzes & Posner, 2018; Rina, 2019; Zharikov & Krushelnitsky, 2019). There is a really significant lack of research in the field of teaching leadership, i.e. the formation of leadership in school, as one of the soft skills necessary for personal development. This study intended to close this gap.

The objective of the article is to describe the model for efficient development of leadership qualities among students while acquiring soft skills. The full range of research goals is as follows:

- – to analyze students' knowledge on leadership development;
- – to create and test the leadership development model as a platform for students' soft skills development;
- – to compare the data from available foreign experience and identify common and distinctive features;
- – to draw conclusions about the effectiveness and further feasibility of the school leadership model, as a component of soft skills.

Methods and materials
Research design

At the diagnostic phase, the level of leadership qualities among secondary school students was determined according to the methodology developed by Zharikov and Krushelnitsky (Fetiskin et al., 2002). During the study, the students were offered a questionnaire of 50 items, with two possible answers: "agree" or "disagree". Respondents were asked not to think about the answer for a long time and, in case of doubt, choose the answer to which they were more inclined. Not all questions implied scoring, and the questionnaire was supplemented with a key identifying the questions for which the participants received a point. The sum of points was used for the final assessment of leadership abilities: 25 points and below represented weak leadership qualities, 26 to 36 points meant moderate leadership skills, 36 to 40 points strong leadership skills, while 40 points and more indicated a tendency to dictate.

The introduction of the model included the diagnosis of student groups, identification of potential leaders in each grade, analysis of work of the school administration, teachers, and class leaders in the formation of leadership qualities among students. Furthermore, it entailed the identification of strengths and drawbacks in their work and drawing up a long-term work plan for the development of leadership qualities. The selection of methods, techniques, forms of work, and the format of educational activities were all aimed at developing school leadership. The coordination of the chosen practices with representatives of the school administration and teachers was also performed. The study entailed the diagnostic, experimental, and final phase. After these stages, the previously agreed long-term strategy of leadership development was

tested. The study was carried out in the course of two months, excluding the time for statistical processing of the results. The formation and manifestation of students' leadership qualities were also re-diagnosed. On the basis of these data, a comparative analysis was performed and conclusions were drawn about feasibility of the proposed model. Furthermore, recommendations for the model's introduction were developed.

Sample organization and ethical principles

Quantitative methodology was used in the study. The implementation was carried out based on a long-term work plan to develop leadership qualities, developed on the basis of primary research on leadership in the studied school groups, as described above. The student leadership model itself is described below, in the Results section. The research was conducted in School No. 98 and Lyceum No. 177 (Kazan), and it included students in grades 8-10 (75 from School No. 98 and 69 from Lyceum No. 177). A total of 144 respondents were surveyed. Based on its size, it can be said that the research sample is representative, with a confidence interval of 0.5.

Participants from two schools were included in the study in order to expand the sample and make it more representative and accurate. Pupils in grades 8-10 represent high school, and their level of intellectual and emotional development is very close and at the same time allows assessing a large general population of students. The model was implemented by school administrators and teachers from the participating educational institutions. All the students were informed about the study process.

Ethical issues

Participation in the survey was voluntary and anonymous. The involved respondents received questionnaires and written explanations regarding the procedure. In order not to disclose the students' names and personal data, participants were proposed to leave the completed questionnaires in a special box or send them by e-mail. In total, the survey lasted for one day. All the results of the survey were processed under a unique identifier for each of the participants, which guaranteed their confidentiality.

Data analysis

The data obtained in diagnostic and final phases via a questionnaire, completed in written or electronic form, were analyzed with the use of formulas within the Excel program. Based on the analysis of the diagnostic results, the model was designed for efficient student leadership development while acquiring soft skills. During the experimental phase, this model was tested and introduced into the secondary education system. The final phase entailed re-examination of leadership skills formation among students and comparative analysis of the results. At the end of this phase, conclusions were drawn on the model's feasibility.

In order to determine the impact of the proposed leadership development model, the evaluation of the obtained data was carried out according to the percentage ratio

of students in each of the studied grades, specifically in grades where students' test results showed a certain level of leadership. It was assumed that after the model's implementation, the increase in the level of leadership qualities will be significant. The value of the Pearson correlation coefficient between the test results in different statistical groups was also examined considering gender and age.

Statistical processing

The results were presented in quantitative measurements, i.e. percentages, according to students' grades and phases of the experiment. The methods for diagnosing leadership abilities proposed by Zharikov and Krushelnitsky have been widely used in Russia and other countries to examine leadership related issues. Their effectiveness and reliability were repeatedly confirmed by similar results in the same type of samples and by tests conducted during the creation of this methodology. The confirmation of this fact lies in the works of the methodology authors (Zharikov & Krushelnitsky, 2019).

Based on the specific value of the points scored by each of the participants during the initial and final test, the reliability coefficient (Test-retest reliability method) of 0.76 was obtained, which confirms high reliability of the test.

Results
Survey results

Based on the analysis of the level of students' leadership skills in grades 8-10, a comparative examination of their leadership qualities was carried out at the diagnostic and final phase. It enabled the assumption that it would be adviseable to introduce the proposed model into secondary education. The relevant data are presented in Table 1.

Table 1
Degree of students' leadership

Degree of leadership	School No. 98						Lyceum No. 177					
	Grade 8		Grade 9		Grade 10		Grade 8		Grade 9		Grade 10	
(%)	D	F	D	F	D	F	D	F	D	F	D	F
Low	47	27	39	25	22	18	33	20	40	30	29	14
Moderate	43	55	45	59	45	48	50	60	48	60	38	49
High	10	18	10	16	25	30	13	20	4	10	29	33
Tendency to dictate	0	0	0	0	8	4	4	0	8	0	4	4

Source: elaborated by the authors
Note: D - diagnostic stage, F - final stage of the study

The value of the Pearson correlation coefficient between the number of points obtained in the test by different statistical groups (gender and age) was also investigated. As a result, no significant correlations were found between the test scores prior to the model's implementation and final tests in terms of gender or age. This finding can be explained by the fact that the nature of the model's implementation and improvement

of leadership qualities do not depend in any significant way on gender or age, when it comes to grades 8-10. It is reasonable to assume that such age-related changes would be found when comparing the model's results in high and low school grades. This issue requires further research.

Leadership manifestation

As can be seen from the table, there is a decrease in the number of children with poor leadership skills in the eighth grades of School No. 98 and Lyceum No. 177 (20% and 13%, respectively). It corresponds with the transfer of students to a group with a moderate leadership potential, which increased by 12% in School No. 98 and by 10% in Lyceum No. 177. Besides, the percentage of participants with a high level of leadership increased by 8% and 7%, respectively, in both educational institutions. In the ninth grades, the number of respondents with poor leadership qualities at the final phase, compared to the diagnostic one, decreased in School No. 98 and Lyceum No. 177 by 6% and 10%. Due to the introduction of the developed model, the percentage of students with a high degree of leadership skills increased in both educational institutions by 6%. Moreover, in the ninth grades, a moderate level of leadership qualities also enhanced by 14% (School No. 98) and 12% (Lyceum No. 177). Similar conditions characterize the tenth grades. According to Table 1, a drop can be seen in the percentage of students with weak leadership skills by 4% (School No. 98) and 15% (Lyceum No. 177) due to the transfer of respondents to groups with moderate (3% for School No. 98 and 11% for Lyceum No. 177) and high leadership skills (5% for School No. 98 and 4% for Lyceum No. 177). In addition, the implementation of the developed model enabled a decrease of the participants' tendency to dictate. The confirmation of this may be seen in the results of Grade 10 of School No. 98 and Grades 8-9 of Lyceum No. 177 (Table 1).

Figure 1 shows the *Leadership Development Model*, which is the result of the analysis of models presented in the aforementioned studies. It was supplemented and expanded on the basis of observing the real needs of students, identification of potential leaders in class and the analysis of school administration, teachers and class leaders' work in the formation of leadership qualities among students. Based on the additional research work done, the authors consider the model to be a part of the study as well.

The long-term strategy for developing leadership skills includes psychological training, various discussions, reframing, thematic classes, communicative tasks, problem-solving activities, mini-modelling, compiling a SWOT analysis, working in small groups, and writing essays. Thematic classes, communicative tasks, and problem-solving activities also affect leadership qualities positively, since they create realistic conditions that can improve the adaptation of a person to unexpected events in the future. For this reason, it is advisable to discuss and perform various real-life situations, for example, *Plan your workday* activity, which can improve self-discipline. It is recommended to realise similar exercises and events in an engaging manner, via work in small groups and mutual evaluation of completed tasks. The situation *Make comments* can significantly develop

the ability to make judgments and recommendations, allowing students to perceive reality more consciously. The SWOT analysis *My strengths and weaknesses: Benefits and threats of future professional activity* may be conducted in the form of individual research tasks, in order to develop the ability of self-assessment, self-presentation, and self-reflection among students. The effectiveness of these activities was confirmed by undeniable increase of knowledge, improvement of students' skills, and growing desire for self-improvement.
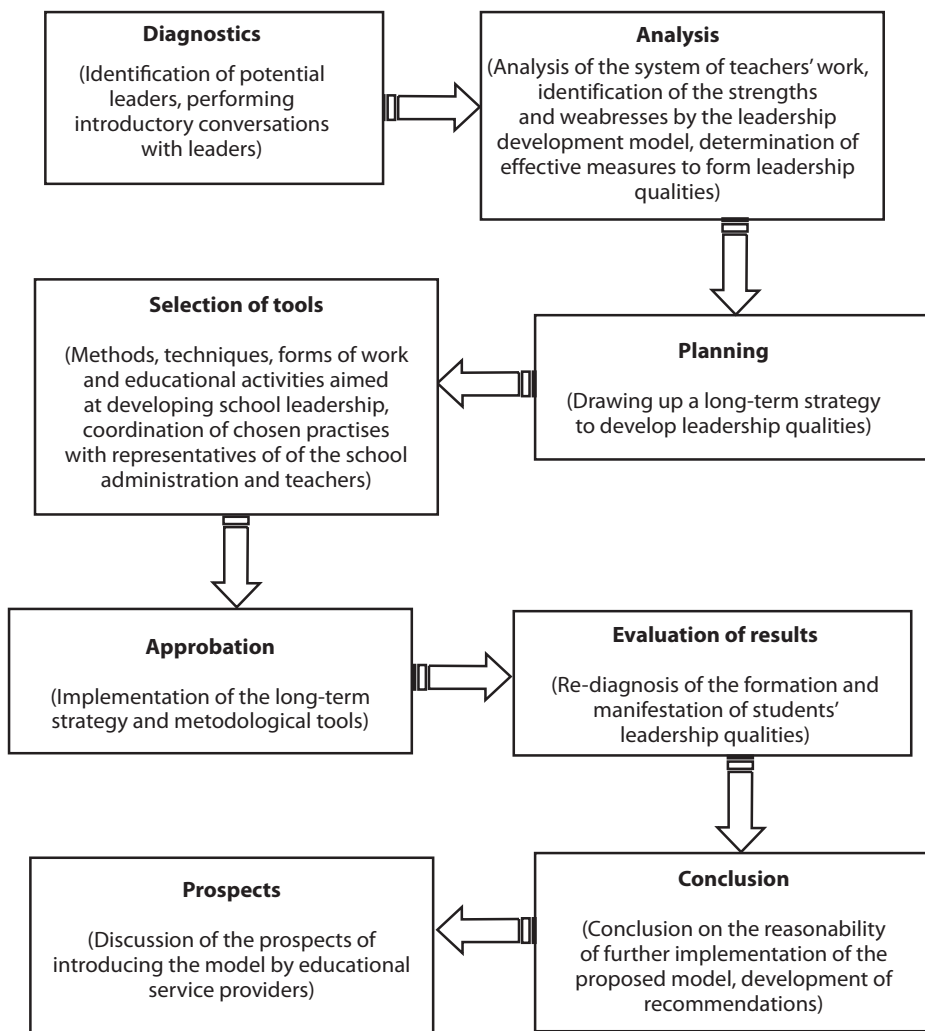

Figure 1. Leadership development model
Source: elaborated by the authors

There is no doubt that the students' own-created model, designed in small groups during the activity *"What are the characteristics of a good leader?,* will have a beneficial

influence on the development of school students' leadership. Such mini-modelling will contribute to students' self-awareness and influence the trajectory of their further professional growth. Project activities involving the creation of a personal code of ethics allow realizing the role of etiquette in everyday communication and goal achievement.

Writing essays on various topics related to the present and future professional activities of students is also among effective ways to develop soft skills. Thus, teachers can offer one of the following topics: "Do we have to change?", "What should a person of the 21st century be able to do?", "21st century - is it time to obey or resist changes?". Such essays can encourage learners to think about how to respond to present and future challenges, which is especially important for soft skills development (Table 2).

Table 2
The influence of methods and forms of activity

Methods	Influence on	
	Leadership	Soft skills
Psychological training, reframing	ability to control oneself in stressful conditions	ability to respond to challenging situations
Discussion	ability to organize a group or collective discussion on controversial issues	ability to listen, analyze, and discuss the conflicting opinions
Thematic classes, communicative tasks, work in small groups	ability to organize joint task performance to achieve a common goal; formation of skills to delegate authority and distribute responsibilities	ability to learn, retrain, and execute joint tasks
Communicative tasks	development of communication skills with subordinates	development of effective communication skills
Problem-solving activities	ability to make joint efforts to find problem solutions; teamwork	development of problem-solving skills
SWOT analysis	acquisition of decision-making and self-reflection skills	development of skills of objective assessment and self-criticism
Mini-modelling	analytical skills formation	development of long-term vision
Essay writing	self-realization and self-presentation	development of creative thinking

Source: elaborated by the authors

Discussion

The effectiveness of the proposed model's implementation does not differ significantly within higher education (grades 8-10) regarding age or gender. The influence of the proposed leadership model on improving student leadership skills was not obtained

by students' self-assessment, but by noting their behavioral choices in the test, from which a scoring is formed with a special key of answers. It is proven that teachers, parents, and volunteers positively influence the formation of leadership qualities (Malluhi & Alomran, 2019). Renihan (2012) has performed a study aimed at eliciting teachers' and educational leaders' perspectives concerning leadership succession and the motivations/readiness of professionals to assume leadership roles in schools. His investigation included electronic surveys and focus groups of educators, in-school administrators, superintendents, directors, and board chairs. Black et al. (2014) have focused on identifying enablers and barriers to the implementation of effective practices of student leadership and their implications for schools. Their findings were taken into account during the approbation of the created model.

The advantage of the proposed methodology is that it included most of the leadership formation methods introduced by previous studies. Besides, to measure the level of leadership, the designed model applied a scale that was tested in numerous studies in Russia.

Given an extensive body of research on leadership, secondary educators may struggle to find ways to implement a wide array of contributing factors in a student's leadership development (Schreiber, 2018). Rehm (2014) proposes an approach that incorporates an emphasis on personal growth and development, combined with the opportunity to implement understandings obtained throughout the training in practice. This model attempts to distill elements of adolescent development and the research on leadership in order to create a blueprint for student leadership development, which practitioners would use at the high school level. Rehm denotes that leadership can be taught to a group of high school students selected through a variety of means. In this study, it was assumed that the development of leadership skills does not happen in a group isolated for some reason, but in all students in general, which was corroborated by the results, which showed a statistically significant increase in these skills for majority of students.

We suppose native leaders could be self-selected for the experience of participation in the program, they could be nominated by peers, chosen by teachers, or appointed by the school administration. These reasons for participation in the program should be documented for each student (Rehm, 2014). Prior to any training through the program, students should be given a series of leadership evaluation instrumentats and promts for writing a guided essay, in order to gain a baseline understanding of their self-perceptions of personal leadership (Herman et al., 2017). Then, a three-part training should be employed covering each of the model's areas. In contrast to the mentioned research by Herman et al., the model developed in the current study can be implemented not only at the high school level but also in middle schools.

The present examination was limited to a relatively small sample of respondents. However, recent studies demonstrate a tendency to include a much larger number of participants. Cheng (2009) involved a broad target audience in his research with respondents from more than 500 million school students, 26 million teachers, and one

million school leaders in primary and secondary schools in the Asia-Pacific region. His research aimed to enhance the leadership capacity of school leaders in the framework of educational change and development propelled by comprehensive research-based knowledge, all with the aim of creating new capacity for school leadership research and designing a network for international collaboration and synergy of the key research institutions, organizations and teams. The prospects of the present study also include many additional scientific visions and correlate with the image of educational institutions where the model was applied.

Within this work, the leadership model was presented as the simplest channel of communication between students, teachers, and parents, which narrowed the field of influencing factors for their more thorough assessment. A relevant increase in leadership abilities, mainly among the participants with moderate leadership manifestation, may indicate the natural character of this process. However, a rapid rise in the number of students with strongly expressed leadership qualities would rather present the inadequacy of the proposed model, because it was not directed at the formation of specific leaders (managers or administrators).

While determining the impact of leadership on academic success, Cheng (2018) divided students into three categories (disadvantaged, average, and privileged), which differed in the levels of student performance, parental academic expectations, and access to school resources. He underlined that instructional leadership had the largest positive effect on the disadvantaged participants vis-à-vis other students' achievement, via the mediating variables of teacher autonomy and morale. Despite the scope of the study, one cannot agree with this differentiation of respondents, since it is enough to distinguish students by their level of leadership qualities. In this regard, the current study is much more adequate because it covers a narrower sample and tracks its changes in only slightly different age groups, allowing the examination of leadership development dynamics.

Research on improving the level of education in Finnish schools has discovered that leadership is one of the catalysts of the educational process's quality development, along with school support networks, professional development, strategic planning, discussion forums, and the organization of professional communities (Parsons & Beauchamp, 2012). Unlike this study, Parsons and Beauchamp have used a wide range of exposure options and a specific digital environment, which have significantly improved the quality of the obtained results. The Russian study performed by Dubro (2015) confirms the effectiveness of the five-component leadership development model, which consists of the target, substantive, procedural, diagnostic, and productive components. His research highlights auxiliary competencies for leadership formation and proposes activities similar to those used in the present paper (projects, workshops, discussions, situational analysis, role-playing games, brainstorming). Hence, it should be noted that all these studies have demonstrated the importance of the interactive component in the formation of leadership qualities, namely the possibility of discussion, verification,

and feedback from teachers.

Further research requires the investigation of factors that caused the described improvement in leadership qualities. Most of all, it should be examined to what extent do natural age-related changes among senior students explain the obtained results, and how the developed model influenced this process.

The arguments in favor of leadership formation only at the high school age are considered unreasonable, since the development of leadership skills is regarded as an end-to-end process. Therefore, it is impossible to say which age is best for its formation, and the examination included both middle and high schoolers. However, the authors agree with the importance of the teacher's role in conducting training events with the aim of forming leadership potential (Kotelnikov, 2015).

This study presents a unique leadership development model, as well as a long-term plan for its implementation. The paper reveals the connection between school leadership and soft skills and reviews school leadership as a component of the soft skills formation process. Accordingly, it is especially relevant for students of the 21st century.

Conclusions

Based on the analysis of the diagnostic work and scientific papers, a model was built for the development of leadership qualities among students in the context of soft skills. Thus, an increase in the number of respondents with moderate and high leadership potential in all grades was noted. On average, a decrease of 16% was noted in the eighth grades in the number of students with weak leadership qualities due to the increase of respondents with moderate (by 11%) and strong leadership potential (by 7.5%). In the ninth grades, the number of respondents with poor leadership positions also decreased by 8% due to the transfer of students to the group with moderate (6%) and high leadership level (8%). Among the tenth grades, there was a decrease in the percentage of respondents with low manifestations of leadership qualities by 9.5%, as well as an increase of students with moderate (7%) and strong leadership positions (4.5%). A comparative analysis of the results obtained at the diagnostic and final phase proved the feasibility of the model.

The introduction of the leadership development model will contribute to further improvement of leadership qualities and soft skills among students. It is considered extremely important for students' socialization and formation of the main vectors in building a successful career. The prospects for future scientific research in this direction should be expanding educational and methodological literature on school leadership in the context of soft skills development, as well as the creation of virtual resources with the use of training tools in order to develop leadership skills among students. The results of this study can be used as a reference for subsequent research in this field, which should examine the influence of gender on the model's efficacy, as well as the best modes of the model's implementation at primary and secondary level, taking into consideration children's developmental specificities and their needs at different ages.

The proposed model is simple enough for implementation and, as this research has shown, it does not require special conditions or training on the behalf of the school management and staff. The model can be used in high school classrooms to develop leadership as one of the students' soft skills.

Recommendations

The proposed model is recommended for implementation in high schools with the aim of developing leadership as one of students' soft skills.

Reserch limitation

The research is relevant considering the general sample, i.e. the educational institutions where it was implemented. However, it needs to be tested on a wider population, including middle and lower school, where the conditions for the formation of students' consciousness differ from high school, when the basic personality traits have already been formed. The results of the model's implementation were also not tested with regard to gender or age differentiation, given the close age of the participants and the fact they belonged to the same age category.

References

AL-Jabari, B. (2019). The influence of effective leadership on school climate. *SSRN Electronic Journal, 1,* 2541105.

Batsunov, S. N., Derecha, I. I., Kungurova, I. M., & Slizkova, E. V. (2018). Modern determinants of soft skills development. *Scientific and Methodical Electronic Journal "Concept", 4,* 198-207.

Black, R., Walsh, L., Magee, J., Hutchins, L., Berman, N., & Groundwater-Smith, S. (2014). *Student leadership: a review of effective practice.* ARACY.

Bogdan, E.S. (2017). Development of "soft skills" as an important factor of their competitiveness in students. *Actual Problems of the Humanities and Natural Sciences, 2*(4), 17-20.

Breakspear, S., Peterson, A., Alfadala, A., & Khair, M. S. B. (2017). *Developing agile leaders of learning: School leadership policy for dynamic times.* World Innovation Summit for Education (WISE) Research Series.

Cheng, Y. C. (2009). Building capacity for school leadership research & development in the Asia-Pacific Region. *Opening Speech at the Asia Leadership Roundtable,* 11-12 January, 1-12.

Cheng, Y. T. (2018). Examining school leadership effects on student achievement: The role of contextual challenges and constraints. *Cambridge Journal of Education, 48*(1), 21-45. https://doi.org/10.1080/0305764X.2016.1221885

Dubro, Yu. S. (2015). Leadership development model in a high school. *Internet journal "Science of Science", 7*(4), 1-12.

Elizondo-García, J., Gómez-Zermeño, M. G., & de la Garza, L. Y. A. (2019). Teacher professional development and school leadership in Mexican elementary schools. *Elementary Education Online, 18*(2), 903-915. https://doi.org/10.17051/ilkonline.2019.562073

Erwin, S., Winn, P., & Erwin, J. (2011). A comparison of urban, suburban, and rural principal leadership skills by campus student achievement level. *Administrative Issues Journal, 1*(2), 3-17. https://doi.org/10.5929/2011.1.2.1

Fetiskin, N. P., Kozlov, V. V., & Manuilov, G. M. (2002). *The development of a person or a small group: The social and psychological observation.* The Psychotherapy Institute Publ.

Gott, T., Bauer, T., & Long, K. (2019). Student leadership today, professional employment tomorrow. *New directions for student leadership*, *2019*(162), 91-109. https://doi.org/10.1002/yd.20336

Hairon, S., & Dimmock, C. (2012). Singapore schools and professional learning communities: Teacher professional development and school leadership in an Asian hierarchical system. *Educational Review, 64*(4), 405-424. https://doi.org/10.1080/00131911.2011.625111

Herman, R., Gates, S. M., Arifkhanova, A., Barrett, M., Bega, A., Chavez-Herrerias, E. R., Han, E., Harris, M., Migacheva, K., Ross, R., Leschitz, J. T., & Wrabel, S. L. (2017). *School leadership interventions under the every student succeeds act: Evidence review.* Rand Corporation.

Jeffers, G. (2010). The role of school leadership in the implementation of the Transition Year Programme in Ireland. *School Leadership and Management, 30*(5), 469-486. https://doi.org/10.1080/13632434.2010.513179

Kotelnikov, A. V. (2015). What is the reason for the need to develop leadership skills of high school students? *Collection of scientific articles of the International Scientific and Practical Conference "Pedagogy. Scientific Search",* 5-8.

Kouzes, J. M., & Posner, B. Z. (2018). *The student leadership challenge: Five practices for becoming an exemplary leader*. John Wiley & Sons.

Lilley, R. (2010). *Problematising student leadership*. (A dissertation submitted in partial fulfilment of the requirements for the degree of Master of Educational Leadership and Management). Unitec Institute of Technology.

Malluhi, H. H., & Alomran, N. M. (2019). Family volunteers as alternative future resources: School leaders' beliefs and practices. *International Journal of Emerging Technologies in Learning, 14*(10), 88-115. https://doi.org/10.3991/ijet.v14i10.10189

Movit, M., Petrykowska, I., & Woodruff, D. (2010). Using school leadership teams to meet the needs of English language learners. *National Center on Response to Intervention, 1*, 1-11.

Özer, N., & Beycioğlu, K. (2013). The development, validity and reliability study of distributed leadership scale. *Elementary Education Online, 12*(1), 77-86.

Parsons, J., & Beauchamp, L. (2012). Leadership in effective elementary schools: A synthesis of five case studies. *US-China Education Review B, 8*, 697-711.

Patlina, A. S., & Popova, E. D. (2017). Network interaction of high schools and schools as a condition for the formation of soft skills of students. *Pedagogical IMAGE, 2*(35), 94-103.

Quong, T., & Walker, A. (2010). Seven principles of strategic leadership. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM)), 38*(1), 22-35.

Raitskaya, L. K., & Tikhonova, E. V. (2018). Perceptions of soft skills by Russia's university lecturers and students in the context of the world experience. *RUDN Journal of Psychology and Pedagogics, 15*(3), 350-363. https://doi.org/10.22363/2313-1683-2018-15-3-350-363

Razak, N. A., Ab Jalil, H., & Ismail, I. A. (2019). Challenges in ICT integration among Malaysian public primary education teachers: The roles of leaders and stakeholders. *International Journal of Emerging Technologies in Learning, 14*(24), 184-205. https://doi.org/10.3991/ijet.v14i24.12101

Rehm, C. J. (2014). An evidence-based practitioner's model for adolescent leadership development. *Journal of Leadership Education Summer, 13*(3), 83-97. https://doi.org/10.12806/V13/I3/T1

Renihan, P. J. (2012). Leadership succession for tomorrow's schools. *Procedia - Social and Behavioral Sciences, 55*, 138-147. https://doi.org/10.1016/j.sbspro.2012.09.487

Rina, L. (2019). Student leadership in school: Internalization of entrepreneurial competence and character. *Jurnal Manajemen dan Kewirausahaan*, *21*(1), 1-8. https://doi.org/10.9744/jmk.21.1.1-8

Sahin, S. (2011). The relationship between instructional leadership style and Sshool culture (Izmir Case). *Educational Sciences: Theory and Practice, 11*(4), 1920-1927.

Scheerens, J. (2012). *School leadership effects revisited: Review and meta-analysis of empirical studies.* Springer Science & Business Media. https://doi.org/10.1007/978-94-007-2768-7

Schreiber, A. N. (2018). The methodology for the formation of soft skills among university students through the additional professional education. *World of Science, Culture, Education, 69*, 145-147.

Storchak, N. B. (2012). Modern international studies of leadership in school education. *Man and Education, 3*(32), 153-156.

Zharikov, E., & Krushelnitsky, E. (2019). *Evaluation of Leadership Skills*. https://onlinetestpad.com/ru/test/1395-diagnostika-liderskikh-sposobnostej-e-zharikov-e-krushelnickij/

Rima Kamaeva
Department of Tatar Philology, Yelabuga Institute
of the Kazan Federal University
Kazanskaya St., 89, 423600, Yelabuga, Russia, Russian Federation
kamaeva975ri@rambler.ru

Marina Zemsh
Department of Psychology and Social Pedagogy,
State Humanitarian University of Technology,
Zavodskaya Str., 27/39, 142632, Orekhovo-Zuevo,
Russia, Russian Federation
zemsh337ma@rambler.ru

Suriya Gilmanshina

Department of Chemical Education, Kazan (Volga region) Federal University

Kremlyovskaya Str., 18, 420008, Kazan, Russia, Russian Federation

gilmanshinasur@rambler.ru

Tatyana Galich

Department of theory and methodology of pre-school and primary school education, Yelabuga

Institute of the Kazan Federal University

Kazanskaya Str., 89, 423827, Yelabuga, Russia, Russian Federation

galichtat@rambler.ru

Učinak modela razvoja vodstva na meku *vještinu vodstva* srednjoškolaca

Sažetak

Cilj je ovoga rada opisati model učinkovitoga razvoja osobina vodstva učenika u procesu stjecanja „mekih vještina". Istraživanje je provedeno u Školi 98 i Liceju 177 (Kazan), a obuhvatilo je ukupno 144 učenika od osmoga do desetoga razreda. Istraživanje se sastojalo od dijagnostičke, eksperimentalne i završne faze. Razina vodstva srednjoškolaca utvrđena je tijekom dijagnostičke faze prema metodi koju su razvili Zharikov i Krushelnitsky. Model je testiran i uveden u srednjoškolski obrazovni sustav u eksperimentalnoj fazi. Komparativna analiza rezultata dobivenih u dijagnostičkoj i završnoj fazi u svim razredima pokazuje povećanje broja sudionika s umjerenim do visokim potencijalom vodstva. Ova je činjenica pokazatelj uspješnosti primjene modela razvoja vodstva i mogućnosti njegove implementacije u drugim obrazovnim institucijama. Pretpostavlja se kako bi uvođenje modela razvoja vodstva doprinijelo daljem poboljšanju karakteristika vođenja i „mekih vještina" među učenicima. Rezultati ove studije mogu se upotrijebiti kao referenca za dalja istraživanja u ovom području.

Ključne riječi: *obrazovani proces; razvoj vodstva; oblikovanje vještina; obrazovanje učenika; meke vještine.*

Uvod

U današnje vrijeme razvoj *mekih vještina* i dalje je jedan od glavnih izazova u obrazovanom procesu. *Meke vještine* uključuju komunikaciju, kreativno i kritičko mišljenje, donošenje odluka, upravljanje vremenom, motivaciju, rješavanje problema i osobine vodstva formirane tijekom školskoga obrazovanja. Neki istraživači smatraju kako pedagoška zajednica treba razvijati vodstvo već u osnovnoj školi (Özer i Beycioğlu, 2013). Elizondo-García i suradnici (2019) bilježe prisutnost odnosa između razina profesionalnih vještina učitelja i učeničkoga vodstva. Strani istraživači također naglašavaju učinkovitost suradnje između voditelja škola, učitelja, roditelja i volonterskih organizacija u izgradnji osobina vodstva učenika (Malluhi i Alomran, 2019). Neki znanstvenici pripisuju vodstvo glavnim okosnicama aktivnosti modernih škola (Razak i sur., 2019) te evaluiraju učiteljsku razinu motivacije i spremnosti za preuzimanje aktivnih voditeljskih uloga (Renihan, 2012).

Izdvojene studije revidiraju najperspektivnije i najučinkovitije prakse učeničkoga vodstva te analiziraju ograničenja i prepreke koje se javljaju prilikom njihove primjene u školskom okruženju (Black i sur., 2014). Rehm (2014) pruža jedinstvene modele formiranja vodstva školaraca, s naglaskom na osobni razvoj i praktičnu primjenu vještina stečenih tijekom takvoga obrazovanja. Dubro (2015) predlaže pristup razvoju vodstva srednjoškolaca zasnovan na kompetencijama. Istraživanje razvoja i pokazivanja osobina vodstva tijekom formiranja *mekih vještina* uključuje ispitanike raznih dobnih kategorija, među kojima su čak i ravnatelji urbanih, prigradskih i seoskih škola (Erwin i sur., 2011).

Potrebno je posebno naglasiti praktičnu orijentaciju mnogih studija koje su se fokusirale na potencijal učenika vođa, primjenu ključnih paradigmi učeničkoga vodstva i nove inicijative za povećanje istraživačkoga kapaciteta i razvoj sposobnosti vodstva učenika (Cheng, 2009). Cheng (2018) kasnije potvrđuje utjecaj vodstva na postignuće u srednjoj školi.

Pitanje učeničkoga vodstva potiče mnoga razmišljanja jer ga neki istraživači povezuju s voditeljskim timom koji djeluje kao pokretačka sila u procesu stvaranja učinkovite školske okoline (Movit i sur., 2010). Parsons i Beauchamp (2012) bilježe da visoko razvijene sposobnosti vođenja upravitelja škola dovode do veće učinkovitosti učitelja, usavršavanja obrazovnih programa i povećanja motivacije učenika. Sahin (2011) ukazuje na pozitivnu i visoko razvijenu vezu između poučavanja, školske kulture i vođenja. Jeffers (2010) naglašava činjenicu da primjena obrazovnih inovacija u školskom kontekstu nailazi na otpor postojećih praksi čije svladavanje ovisi u cijelosti o predanosti voditelja učenika vrijednostima vođenja i odabranim perspektivama za razvoj njihove institucije. Mnogi znanstvenici također nastoje poboljšati vodstvo kroz bolje obrazovanje, zapošljavanje te podršku i evaluaciju zaposlenika (Herman i sur., 2017). Lilley (2010) istražuje prirodu vodstva studenata i razlike između percepcija studenata vođa u kontekstu visokoga obrazovanja te očekivanja obrazovnih institucija. Breakspear i suradnici (2017) primjenjuju pristup politici učinkovitoga učeničkog vodstva kroz izgradnju tima i promociju vođenja. Osim toga, oni naglašavaju nužnost razvoja programa za fleksibilne voditelje učenja. Istraživači primjećuju perspektive razvoja vodstva učenika u tome da učenici igraju glavne uloge u obrazovnom procesu, uz inovacije i stoga poboljšanje kvalitete obrazovanja (Scheerens, 2012). AL-Jabari (2019) definira glavne osobine učenika vođa i njihovu korelaciju s mikroklimom obrazovne institucije. Mnogi istraživači također izjednačuju vodstvo s najpopularnijim *mekim vještinama* zaposlenika u Sjedinjenim Državama, tj. ovladavanjem poslovnom komunikacijom i upravljanjem vremenom (Bogdan, 2017; Schreiber, 2018).

Sve veći korpus literature ispituje opravdanost aktivnoga razvoja potencijala vodstva među srednjoškolcima kroz implementaciju individualnih projekata i programa kojima se postiže dalja uspješna socijalizacija učenika (Kotelnikov, 2015). Ipak, u isto vrijeme istraživači bilježe nedovoljna strateška nastojanja usmjerena na razvoj

školskoga vodstva učenika (Quong i Walker, 2010). Osim toga, istraživači naglašavaju krucijalnu ulogu školske uprave u motiviranju nastavničkoga kadra i predstavljanju učeničkih vođa kao zastupnika promjene (Hairon i Dimmock, 2012). Na osnovi gore spomenutih istraživanih čimbenika može se zaključiti kako postoji značajna potreba za formiranjem vodstva među učenicima srednje škole. *Meke vještine* u obliku vodstva mogu se ponuditi učenicima kao važan dio njihova svjesnoga razvoja u neovisne i važne osobe. Potrebu za vodstvom možda neće ostvariti sami učenici, ali ona svejedno ostaje nužna i korisna.

Raitskaya i Tikhonova (2018), kao i Storchak (2012), aktualiziraju potrebu za *mekim vještinama* među ruskim učenicima. Patlina i Popova (2017) kasnije predstavljaju analizu raznih pristupa razvoju *mekih vještina* i potvrđuju nužnost interakcije između sveučilišta i škola. Krucijalna uloga formiranja mek*ih vještina* za uspjeh u karijeri potvrđena je u istraživanju koje su proveli Batsunov i suradnici (2018).

Uspostavljanje odnosa između primjera učitelja, školske kulture, razine pokazivanja vodstva i razvoja vodstva među učenicima različite dobi predstavljaju zajedničke karakteristike pregledanih znanstvenih radova. U isto vrijeme, ne pripisuju svi istraživači učeničko vodstvo *mekim vještinama*, već nude učinkovite mjere razvoja osobine vodstva uz pomoć raznih inovativnih alata. Ovo pitanje ostaje izazov za mnoge zemlje, uključujući i Rusiju.

Analizirana istraživanja aktualiziraju potrebu izgradnje modela oblikovanja učeničkoga vodstva koje bi pozitivno utjecalo na razvoj *mekih vještina*. Znanstvena novina trenutačnih istraživanja leži u stvaranju modela razvoja učeničkoga vodstva kao jedne od sastavnica *mekih vještina*. Značajan broj istraživanja posvećen je proučavanju *mekih vještina* sveučilišnih studenata, kao i ulozi *mekih vještina* u školskom učenju. Studije vodstva učenika u školi prvenstveno naglašavaju pripremu za buduće visoko obrazovanje ili profesionalni život (Gott i sur., 2019) te socijalne aspekte vodstva kao vještine koja je kod odabranih pojedinaca već formirana (Kouzes i Posner, 2018; Rina, 2019; Zharikov i Krushelnitsky, 2019). Može se uočiti zaista znatan manjak istraživanja u polju poučavanja vođenja i formiranja vodstva u školi kao jedne od *mekih vještina* nužnih za osobni razvoj. Cilj je ove studije premostiti tu prazninu i opisati model učinkovitoga razvoja osobina vodstva učenika prilikom stjecanja *mekih vještina*. Puni raspon istraživačkih ciljeva je sljedeći:

– analizirati učeničko znanje o razvoju vodstva
– stvoriti i testirati model razvoja vodstva kao platformu za razvoj *mekih vještina* učenika
– usporediti podatke iz dostupnih stranih iskustava te utvrditi zajedničke i različite osobine
– donijeti zaključke o učinkovitosti i daljoj opravdanosti primjene modela školskoga vodstva kao komponente mekih vještina.

Metode i materijali
Dizajn istraživanja

U dijagnostičkoj fazi razina osobina vodstva među srednjoškolcima utvrđena je prema metodologiji koju su razvili Zharikov i Krushelnitsky (Fetiskin i sur., 2002). Tijekom studije učenici su ispunjavali upitnik od 50 čestica sa samo dva moguća odgovora: slažem se i ne slažem se. Od ispitanika se tražilo da ne razmišljaju dugo o odgovorima i u slučaju sumnje odaberu odgovor kojemu su više skloni. Ocjenjivanje se nije provodilo na svim pitanjima. Upitnik je nadopunjen objašnjenjem koje je ispitanicima pokazalo za koje odgovore dobivaju bod. Suma bodova koristila se pri završnoj procjeni sposobnosti vodstva pri čemu je 25 bodova i manje predstavljalo slabo razvijenu sposobnost vodstva, 26 do 36 bodova umjerene vještine vodstva, a 36 do 40 bodova visoko razvijenu sposobnost vodstva, dok je rezultat od 40 bodova i više značio sklonost zapovijedanju.

Uvođenje modela uključivalo je formiranje učeničkih grupa, identificiranje potencijalnih vođa u svakom razredu, analizu rada školske administracije, učitelja i razrednih vođa u formiranju osobina vodstva među učenicima kao i utvrđivanje prednosti i mana u njihovom radu, te nacrt dugoročnog radnog plana za razvoj osobina vodstva. Metode, tehnike, oblici rada i obrazovne aktivnosti birane su s obzirom na cilj istraživanja, tj. razvoj sposobnosti vodstva učenika, a provedena je i koordinacija odabranih praksi s predstavnicima školske administracije i učiteljima. Studija je provedena u tri faze: dijagnostička, eksperimentalna i završna. Dogovorena dugoročna strategija razvoja vodstva testirana je nakon provedenih faza. Studija je trajala dva mjeseca, ne računajući vrijeme potrebno za statističku obradu rezultata. Oblikovanje i iskazivanje učeničkih osobina vodstva također su ponovo utvrđeni. Na osnovi tih podataka provedena je komparativna analiza i izvedeni zaključci o opravdanosti dalje primjene predloženoga modela, određene preporuke i perspektive uvođenja modela od strane osiguravatelja obrazovnih usluga.

Organizacija uzorka i etička načela

U studiji je korištena kvantitativna metodologija. Istraživanje je provedeno na osnovi dugoročnoga plana razvoja osobina vodstva te na osnovi primarne analize vođenja u proučavanim školskim skupinama, kao što je opisano prije u radu. Model učeničkoga vodstva opisan je u nastavku, u poglavlju Rezultati. Istraživanje je provedeno u Školi 98 i Liceju 177 (Kazan). Anketno ispitivanje obuhvatilo je ukupno 144 ispitanika koji su polazili razrede 8 – 10 (75 učenika iz Škole 98 i 69 učenika iz Liceja 177). S obzirom na veličinu uzorka, može se tvrditi da je isti reprezentativan, s dobivenim intervalom pouzdanosti 0,5.

Predstavnici navedenih škola bili su uključeni u istraživanje kako bi proširili uzorak i povećali njegovu reprezentativnost i točnost; učenici od 8. do 10. razreda srednje škole su na gotovo jednakoj razini intelektualnoga i emocionalnoga razvoja, što dozvoljava procjenu velike opće populacije učenika. Model su proveli školski administratori i učitelji iz obrazovnih institucija čiji su učenici sudjelovali u istraživanju. Svi su učenici bili informirani o procesu istraživanja.

Etička pitanja

Sudjelovanje u istraživanju bilo je dobrovoljno i anonimno. Uključeni ispitanici dobili su upitnike i pisana objašnjenja postupaka intervjua. Kako ne bi razotkrili učenička imena i osobne podatke, sudionici su ostavljali ispunjene upitnike u posebnoj kutiji ili ih slali e-poštom. Intervju je trajao jedan dan. Svi su rezultati obrađeni pod jedinstvenim identifikacijskim brojem za svakog sudionika, što je jamčilo njihovu povjerljivost.

Analiza podataka

Podatci dobiveni nakon dijagnostičke i završne faze istraživanja analizirani su putem ispunjenoga upitnika u pisanom ili elektroničkom obliku u Excel programu. Na osnovi analize dijagnostičkih rezultata, stvoren je model za učinkovit razvoj osobine vodstva učenika tijekom stjecanja *mekih vještina*. Razvijeni model testiran je i uveden u sustav srednjoškolskoga obrazovanja u eksperimentalnoj fazi istraživanja. U završnoj fazi provedeno je ponovno ispitivanje razine razvoja sposobnosti vodstva učenika i komparativna analiza rezultata. Zaključci o opravdanosti dalje primjene razvijenoga modela doneseni su na kraju završne faze.

Kako bi se ustanovila učinkovitost predloženoga modela razvoja vodstva, provedena je evaluacija prema omjeru postotka učenika u svakom od proučavanih razreda za koje se prema rezultatima testa utvrdila određena razina vodstva. Pretpostavlja se da bi razina iskazivanja osobina vodstva nakon implementacije modela trebala značajno porasti. Vrijednost Pearsonova koeficijenta korelacije između broja bodova dobivenih na testu u različitim statističkim grupama bila je također ispitana prema spolu i razredu.

Statistička obrada

Rezultati su predstavljeni u kvantitativnim mjerama (postotcima) učeničkih sposobnosti vodstva, prema razredima i fazama eksperimenta. Metode dijagnosticiranja sposobnosti vodstva koje su predložili Zharikov i Krushelnitsky često su korištene u Rusiji i ostalim zemljama za istraživanje sposobnosti vodstva i povezanih pitanja. Njihova učinkovitost i pouzdanost opetovano su potvrđene sličnim rezultatima i na istoj vrsti uzoraka, također u testovima koji su provedeni tijekom stvaranja ove metodologije. O prethodno spomenutom govore i radovi autora metodologije (Zharikov i Krushelnitsky, 2019).

Na osnovi specifične vrijednosti bodova koje je postigao svaki ispitanik tijekom inicijalne i završne faze, dobiveni koeficijent pouzdanosti (metoda pouzdanosti test-retest) iznosio je 0,76, što potvrđuje visoku učinkovitost ovoga testa.

Rezultati
Rezultati ankete

Na osnovi analize razvijenosti vještine vodstva učenika u razredima 8. – 10., provedena je komparativna analiza njihovih osobina vodstva u dijagnostičkoj i završnoj fazi. Ova analiza omogućila je pretpostavku opravdanosti uvođenja predloženoga modela. Relevantni podatci prikazani su u Tablici 1.

Tablica 1.

Vrijednosti Pearsonova koeficijenta korelacije između broja postignutih bodova na testu u različitim statističkim skupinama također su ispitane prema spolu i prema razredu. Rezultati govore kako ne postoje statistički značajne korelacije između rezultata prije i nakon primjene modela s obzirom na spol i dob (razred). Dobiveni rezultat govori u prilog tome da priroda primjene modela i poboljšanje svojstava vodstva ni na koji način ne ovisi o spolu i dobi, u populaciji od osmog do desetog razreda. Razumno je pretpostaviti da bi se promjene vezane za dob pronašle prilikom uspoređivanja rezultata modela u višim i nižim školskim razredima. Ovo pitanje zahtijeva dalje istraživanje.

Manifestacija vodstva

Iz Tablice je vidljivo smanjenje broja djece sa slabim sposobnostima vodstva iz osmih razreda Škole 98 i Liceja 177 (20 % i 13 %, navedenim redoslijedom). Ovaj podatak podudara se s prijelazom učenika u skupinu s umjerenim potencijalom vođenja, koji se povećao za 12 % u Školi 98 i za 10 % u Liceju 177. Osim toga, postotak sudionika s visokom razinom vodstva povećao se za 8 % i 7 %, tim redoslijedom, u obje obrazovne institucije. U devetim razredima broj ispitanika slabih sposobnosti vodstva u završnoj fazi se smanjio u za 6 % Školi 98 i za 10 % u Liceju 177, u usporedbi s dijagnostičkom fazom. Zbog uvođenja razvojnoga modela, postotak učenika s visoko razvijenom sposobnosti vođenja povećao se u obje institucije za 6 %. Štoviše, umjerena razina osobine vodstva u devetim razredima također se povećala za 14 % (Škola 98) i za 12 % (Licej 177). Slični uvjeti karakteriziraju desete razrede obrazovnih institucija koje su sudjelovale u istraživanju. Prema podatcima u Tablici 1, zamjetan je pad postotka učenika sa slabom pozicijom vodstva, za 4 % (Škola 98) i 15 % (Licej 177), zbog prelaska ispitanika u grupu s umjerenim (3 % za Školu 98 i 11 % za Licej 177) te visokim (5 % za Školu 98 i 4 % za Licej 177) manifestacijama osobina vodstva. Štoviše, implementacija razvojnoga modela omogućila je smanjenje sklonosti zapovijedanju ispitanika. Ovu tvrdnju potkrepljuju rezultati desetog razreda Škole 98 te osmog i devetoga razreda Liceja 177 (Tablica 1).

Slika 1 prikazuje model razvoja vodstva koji je rezultat analize modela predstavljenih u spomenutim studijama. Nadopunjen je i proširen na osnovi promatranja stvarnih potreba učenika, identifikacije potencijalnih vođa u razredu, analize rada školske administracije, učitelja i razrednih vođa u oblikovanju sposobnosti vodstva među učenicima. Na osnovi dodatno provedenoga istraživačkog rada, autori smatraju kako je model također dio studije.

Slika 1.

Dugoročna strategija razvoja vještine vodstva uključuje psihološko obrazovanje, razne rasprave, preoblikovanje, tematsku nastavu, zadatke za razvijanje komunikativnosti, aktivnosti rješavanja problema, malo modeliranje, sastavljanje SWOT analize, rad u malim grupama i pisanje eseja. Tematska nastava, zadatci komunikativnosti i aktivnosti

rješavanja problema također pozitivno utječu na osobine vodstva jer stvaraju realistične uvjete koji mogu poboljšati prilagodbu osobe na neočekivane događaje u budućnosti. Zbog toga je uputno raspraviti i izvesti razne situacije iz stvarnoga života, na primjer, aktivnost *Planiraj svoj radni dan*, koja može unaprijediti samodisciplinu. Uputno je izvoditi slične vježbe i događaje na način koji angažira učenike u malim grupama i potom učiniti zajedničku evaluaciju završenih zadataka. Situacija *Komentiraj* može značajno utjecati na oblikovanje sposobnosti donošenja prosudbi i preporuka, omogućavajući učenicima da svjesnije percipiraju stvarnost. SWOT analiza *Moje prednosti i mane: koristi i nedostatci budućeg profesionalnog rada* može se provesti u obliku individualnoga istraživačkog zadatka kako bi se razvila sposobnost samoprocjene, samopredstavljanja i autorefleksije učenika. Učinkovitost spomenutih aktivnosti potvrđena je nepobitnim razvojem znanja, poboljšanjem učeničkih vještina i rastom želje za samopoboljšanjem.

Nedvojbeno je kako će model dizajniran u malim grupama tijekom aktivnosti *Koje su karakteristike dobrog vođe?*, a koji su stvorili sami učenici, imati koristan učinak na razvoj vodstva učenika u školi. Takvo malo modeliranje doprinijet će samoosviještenosti učenika i utjecati na oblikovanje putanje daljega profesionalnog razvoja. Projektne aktivnosti uključuju stvaranje osobnoga etičkog koda te omogućuju realizaciju bontona u svakodnevnoj komunikaciji i ostvarenju cilja.

Pisanje eseja o raznim temama koje su povezane sa sadašnjim i budućim aktivnostima učenika također je učinkovit način razvoja *mekih vještina*. Stoga, učitelji mogu ponuditi jednu od sljedećih tema: Moramo li se mijenjati; Što bi osoba u 21. stoljeću trebala biti sposobna raditi; 21. stoljeće – vrijeme za promjene ili otpor?. Takvi eseji mogu potaknuti učenike na razmišljanje o tome kako odgovoriti na sadašnje i buduće izazove, a što je posebno važno za razvoj *mekih vještina* (Tablica 2).

Tablica 2.

Rasprava

Učinkovitost primjene predloženoga modela ne razlikuje se značajno s obzirom na varijable dobi i spola učenika osmoga do desetoga razreda. Utjecaj primjene stvorenoga modela na poboljšanje vještina učenika nije bilježen putem samoprocjene, već provjeravanjem njihovih bihevioralnih izbora u testu koji su se bodovali prema posebnom ključu odgovora. Na taj je način postignuta objektivna procjena stupnja iskazanoga vodstva (Fetiskin i sur., 2002; Rina, 2019; Zharikov i Krushelnitsky, 2019). Dokazano je da učitelji, roditelji i dobrovoljci pozitivno utječu na oblikovanje osobina vodstva (Malluhi i Alomran, 2019). Renihan (2012) je proveo studiju s ciljem utvrđivanja perspektiva učitelja i obrazovnih vođa o nasljeđivanju vodstva i motivaciji/spremnosti stručnjaka da preuzmu uloge vođa u školama. Njegovo istraživanje uključivalo je elektronske intervjue i žarišne skupine edukatora, školskih administratora, predstojnika, direktora, nadzornika i upravitelja odbora. Black i suradnici (2014) usredotočili su se na utvrđivanje katalizatora i prepreka u primjeni učinkovitih praksi učeničkoga vodstva

i njihove implikacije za škole. Njihovi rezultati uzeti su u obzir tijekom odobravanja stvorenoga modela.

Prednost predložene metodologije je uključivanje većine metoda oblikovanja vodstva iz prethodnih studija. Osim toga, u stvorenom modelu primijenili smo skalu za mjerenje sposobnosti vodstva koja je opetovano, praktično testirana u ruskim uvjetima.

Uzimajući u obzir veliki broj istraživanja o vodstvu, edukatori u srednjoj školi mogu imati poteškoća u pronalaženju načina primjene širokoga raspona korisnih čimbenika prilikom razvoja vodstva učenika (Schreiber, 2018). Rehm (2014) predlaže pristup kojiim se naglašava osobni razvoj kombiniran s primjenom spoznaja stečenih tijekom obrazovanja u praksi. Ovaj model pokušava pročistiti elemente razvoja adolescenata i istraživanja vodstva kako bi stvorio praktični nacrt za razvoj učeničkoga vodstva na razini srednje škole. Rehm navodi da se vodstvo može poučavati u grupi srednjoškolaca odabranih raznim sredstvima. U ovoj studiji pretpostavljeno je da se vještina vodstva ne razvija u izoliranoj grupi učenika, već općenito među svim učenicima, a što je vidljivo u statistički značajnom razvoju vještina većine sudionika u istraživanju.

Pretpostavljamo da izvorni voditelji mogu biti samoodabrani za sudjelovanje u programu, mogu ih birati učitelji ili imenovati administracija. Ti razlozi trebaju biti zabilježeni za svakog učenika (Rehm, 2014). Prije bilo kakve vrste obrazovanja kroz program, učenicima treba osigurati niz instrumenata za evaluaciju vodstva i naputke o pisanju vođenoga eseja, kako bi stekli osnovno razumijevanje njihovih percepcija vlastite sposobnosti vodstva (Herman i sur., 2017). Nakon toga potrebno je primijeniti trodijelnu obuku u svakom području modela. Suprotno Hermanovu istraživanju, razvoj modela u ovoj studiji može se primijeniti ne samo na razini srednje škole, već i u višim razredima osnovne škole.

Ovo istraživanje ograničeno je na relativno mali broj ispitanika. Ipak, novije studije pokazuju sklonost uključivanja mnogo većeg broja sudionika. Cheng (2009) je u svojem istraživanju obuhvatio široku populaciju od preko 500 milijuna školaraca, 26 milijuna učitelja i jedan milijun školskih vođa iz osnovnih i srednjih škola Azijsko-pacifičke regije. U svojem istraživanju nastojao je povećati sposobnost vođenja školskih vođa u okviru obrazovne promjene i razvoja potaknutoga sveobuhvatnim znanjem iz istraživanja, s ciljem izgradnje novoga potencijala za istraživanje školskoga vođenja, stvaranja mreže međunarodne suradnje i sinergije ključnih istraživačkih institucija, organizacija i timova. Perspektive ove studije također uključuju mnoge dodatne znanstvene vizije i koreliraju sa slikom obrazovnih institucija u kojima je model primijenjen.

U ovom radu model vodstva predstavljen je kao najjednostavniji kanal komunikacije između učenika, učitelja i roditelja, što je smanjilo broj faktora utjecaja i time omogućilo njihovu temeljitiju procjenu. Relevantan porast sposobnosti vodstva, uglavnom među sudionicima s umjerenom manifestacijom vodstva, mogao bi ukazivati na prirodni karakter ovoga procesa. Ipak, više je vjerojatno da brzi porast broja učenika sa snažno izraženim osobinama vodstva predstavlja neprimjerenost predloženoga modela, koji nije bio usmjeren na oblikovanje specifičnih vođa (upravitelja i administratora).

Prilikom utvrđivanja učinka vodstva na akademski uspjeh, Cheng (2018) je podijelio učenike u tri kategorije (s posebnim potrebama, prosječne i nadarene), a koji se razlikuju prema razinama postignutoga uspjeha, akademskim očekivanjima roditelja i pristupu školskim resursima. On naglašava da obrazovno vodstvo ima najveći pozitivni učinak na učenike s posebnim potrebama, u odnosu na postignuće ostalih učenika, putem medijacijskih varijabli učiteljske autonomije i morala. Unatoč veličini uzorka, diferencijacija ispitanika može se osporiti zbog toga što je dovoljno razlikovati učenike prema njihovoj razini osobina vodstva. U tom pogledu, ova studija mnogo je primjerenija jer obuhvaća manji uzorak i prati promjene u dobnim skupinama minimalne razlike, omogućujući ispitivanje dinamike razvoja vodstva.

U istraživanju poboljšanja obrazovanja u školama u Finskoj vodstvo se pokazalo kao jedan od katalizatora povećanja kvalitete obrazovnoga procesa, uz školske mreže podrške, profesionalni razvoj, strateško planiranje, rasprave i organizaciju profesionalnih zajednica (Parsons i Beauchamp, 2012). Za razliku od ove studije, Parsons i Beauchamp koristili su široki raspon mogućnosti izlaganja I specifično digitalno okruženje, što je značajno poboljšalo kvalitetu dobivenih rezultata. Rusko istraživanje Dubroa (2015) potvrđuje učinkovitost modela razvoja vodstva s pet sastavnica: cilj, sadržaj, postupak, dijagnoza i stvaranje. Njegovo istraživanje naglašava pomoćne kompetencije za razvoj vodstva i predlaže slične aktivnosti predstavljenima u ovom radu (projekte, radionice, rasprave, situacijsku analizu, igranje uloga, *oluju mozgova*). Stoga treba napomenuti kako su sve spomenute studije pokazale važnost interaktivnoga čimbenika u oblikovanju osobina vodstva, poglavito mogućnosti rasprave, verifikacije i povratne informacije učitelja.

Za dalja istraživanja u ovom području bilo bi uputno utvrditi uzročne čimbenike opisanoga poboljšanja osobina vodstva. Povrh svega treba utvrditi u kojoj je mjeri rezultat posljedica prirodnih dobnih promjena starijih učenika i kako razvijeni model utječe na taj proces.

Argumenti u korist oblikovanja vodstva samo u srednjoškolskoj dobi su nerazumni budući da se razvoj vještina vodstva smatra sveobuhvatnim procesom. Stoga je nemoguće reći kada će se bolje oblikovati, a istraživanja trebaju uključiti i učenike više osnovne i srednje škole. Ipak, autori se slažu s važnosti učiteljske uloge u provođenju poduke s ciljem formiranja potencijala vodstva (Kotelnikov, 2015).

Ova studija predstavlja jedinstveni model razvoja vodstva kao i dugoročni plan njegove primjene. Rad otkriva vezu između vodstva školaraca i procesa formiranja *mekih vještina* te je kao takav posebno važan za učenike 21. stoljeća.

Zaključci

Na osnovi analize dijagnostičkoga rada i znanstvenih radova, stvoren je model za razvoj osobina vodstva među učenicima u kontekstu *mekih vještina*. Stoga, zabilježen je porast u broju ispitanika s umjerenim i visokim potencijalom vodstva u svim razredima. U prosjeku, u osmim razredima dokazan je pad broja učenika sa slabim osobinama vodstva za 16 % zbog povećanja postotka ispitanika s umjerenim (11 %) i jakim

potencijalom vodstva (7,5 %). Broj ispitanika sa slabim pozicijama vodstva u devetim razredima također je opao za 8 % zbog transfera učenika u grupu s umjerenim (6 %) i visokim razinama vodstva (8 %). U desetim razredima prisutan je pad u postotku ispitanika sa slabim pokazateljima osobina vodstva za 9,5 %, kao i povišenje umjerenih (7 %) i jakih voditeljskih pozicija (4,5 %). Komparativna analiza rezultata dobivenih u dijagnostičkoj i završnoj fazi dokazala je opravdanost dalje primjene stvorenoga modela.

Uvođenje modela razvoja vodstva doprinijet će daljem poboljšanju osobina vodstva i *mekih vještina* učenika, što je iznimno važno za socijalizaciju učenika i oblikovanje glavnih okosnica u izgradnji uspješne karijere. Perspektive budućih znanstvenih istraživanja u ovom pravcu trebale bi biti pisanje obrazovne i metodološke literature o školskom vodstvu u kontekstu razvoj *mekih vještina*, ako i stvaranje i korištenje virtualnih obrazovnih alata s ciljem razvijanja vještine vodstva učenika. Rezultati ove studije mogu se koristiti kao referenca za posljedična istraživanja u ovom području. Dalja istraživanja trebala bi se usmjeriti na utvrđivanje spolnih razlika u učinkovitosti modela te na ispitivanje njegove primjenjivosti u osnovnoj i srednjoj školi, uzimajući u obzir posebnosti razvojne psihologije i potrebe djece različite dobi. Predloženi model dovoljno je jednostavan za primjenu i, kako je pokazalo iskustvo ovoga istraživanja, od uprave i djelatnika škole ne zahtijeva posebne uvjete ili obrazovanje. Model se može koristiti u srednjoškolskoj učionici kako bi se razvilo vodstvo kao jedna od *mekih vještina* učenika.

Preporuke

Razvijeni model preporuča se za primjenu u srednjoj školi kako bi se razvilo vodstvo kao jedna od *mekih vještina* učenika.

Ograničenje istraživanja

Ovo istraživanje je relevantno u odnosu na opći uzorak onih obrazovnih institucija u kojima je model primijenjen. Model treba testirati na širem uzorku, uključujući više i niže razrede osnovne škole gdje su uvjeti za formiranje učeničke svijesti različiti od onih u srednjoj školi, u kojoj su osnovne osobine ličnosti već formirane. Rezultati primjene modela također nisu testirani zbog posebnosti diferencijacije spola i dobi, s obzirom na blisku dob sudionika, tj. činjenicu da su pripadali istoj dobnoj kategoriji.