

---

*International Forum*  
*Vol. 17, No. 2*  
*October 2014*  
*pp. 25-43*

**FEATURE**

**Perceptions of the Principal's Role in Leadership  
Development of Elementary School Students**

*Karla A. C. Oliveira*

***Abstract.** There is a great expectation that schools may contribute in building good and responsible leaders. School leaders must include student participation in school reforms and actions for sustainable improvement by allowing them to play leadership roles. Despite this, the promotion of leadership at the elementary level has been infrequent in most school systems and the principal's potential in supporting student leadership development at the elementary level has not been deeply investigated. This grounded theory study was conducted in a Christian elementary school in the Philippines to examine the perspective of 12 student leaders and 5 teachers on the principal's role in the leadership development of students. The results suggest that the principal as an educator, a model, a supporter, and a guardian of the school values, encourages in students a positive image of leadership and their own leadership capacity.*

**Keywords:** student leadership; education for leadership; elementary school; Christian education; principalship

**Introduction**

The 21st Century has brought innovation, challenges, and demands for continuous improvement as in no other period of human history. There is a great expectation that schools may contribute in building good and responsible leaders (Covey & Hatch, 2009). Leadership skills appear on the top list of the qualifications that large companies and corporations are considering for individuals who must also be able to communicate well, work in teams, and must be self-motivated, ethical, organized, and creative (Bennis, 2009; Covey & Hatch, 2009; Hansen & Hansen, 2009).

Expectations like these have led higher education institutions to introduce in their curriculum leadership training and other honoring programs for civic, environmental, and social responsibility with special focus on developing leaders (Greenwald, 2010). Although such initiatives have been useful tools for the development of leadership skills, accountability, and socio-cultural awareness, Bennis (2009) argues that they have not been effective in providing college students with the right character and vision. Social scientists have noticed that the key elements for leadership emergence and effectiveness are in a great degree determined early in life with the formative experiences of childhood (Adjibolosoo, 2005; Kouzes & Posner, 2008; Levine, 2005). Despite this, the promotion of leadership at the elementary level has been infrequent in most school systems and the opportunities for students to exercise leadership in school settings have been neglected (Nemerowicz & Rosi, 1997; Ullestad, 2009).

Nowadays, there is a growing claim that school leaders must include student participation in school reforms and actions to sustainable improvement by allowing them to play leadership roles (Fletcher, 2005; Harris & Lambert, 2003). The school principal plays an essential role in nurturing and supporting best actions for building a culture of continual learning and professional growth (Fullan, 2001; Mednick, 2003). Most of the literature on educational leadership has concentrated its attention on how to ensure the academic success of all students, improve the quality of the educational process, and guide the development of teachers as educational leaders (Lambert, 1998; Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004). Up until now, the principal's role in promoting student leadership development at the elementary level has not been deeply investigated. Only a few studies have mentioned such role in facilitating and promoting leadership in students (Lambert, 2006; Pechura, 2001).

### **Review of the Literature**

Beyond being a required ability for the student of the 21st century (Cisco, 2010), leadership development at the elementary level allows students to explore situations of independence, interaction with peers, and cooperation that may help them to establish meaningful relationships with people outside their family circle (Eccles, 1999). Student leadership initiatives have presented positive effects in the life of students, teachers' practice, and school improvement and effectiveness. Some of them are (1) motivation and satisfaction—turn the school into a place where students want to be; (2) personal growth—shows positive results in student's learning and social relations; (3) culture of cooperation—makes staff and students to become more engaged in cooperation than in competition; (4) locus of control—decreases disciplinary problems in the classroom; (5) commitment—increases determination to go a second mile in helping others do their best (Ezarik, 2004).

Though there is not a specific allusion of principals as promoters of leadership in school-age children, it has been noticed that principals play a vital role in encouraging leadership in the school community (Fullan, 2001; Lambert, 2006; Pechura, 2001). Pechura (2001) examined the behaviors and practices of principals that promote leadership in others. The findings indicated that principals' behaviors that build and sustain leadership capacity occur in direct and indirect ways. Principals encourage leadership at all levels by promoting integrative actions of continuous learning, trust, cooperation, and support for personal and institutional growth. They do it by combining instructional, relational, and participatory approaches.

As the key element of the successful school reform, the educational leader should promote leadership capacity at all levels at school in order to promote school improvement. Leadership for students is one of the ingredients for school success and improvement (Harris & Lambert, 2003). Lambert (2006) notices that student leadership and participation in distributed leadership in schools is one of the crucial factors for sustainable improvement and change.

### **Purpose of the Study**

This study was designed to examine the perspective of elementary students and teachers on the principal's contribution to leadership development of students in order to formulate a model based on their experiences and conceptual ideas. The study involved the following research questions: (1) What is the role of the elementary school principal in student leadership development? (2) In what ways do elementary school principals promote leadership skills in students?

Exploring the principal's role in student leadership development offers an opportunity for discovery of the key elements for leadership capacity in elementary school students. Second, the results stimulate the principal's awareness of his or her influence in students' life. Third, it provides an innovative perspective to superintendents in searching and selecting new principals. Finally, it gives further insights on the school leadership practices that reinforce the leadership skills and concepts of students, contributing to the body of empirical studies on education for leadership at the elementary level.

For centuries, scholars have debated if leaders are born or made. The perspective that guides this study considers that there is potential inside of each individual to be a leader (Adjiolosoo, 2005; Bennis, 2009), if the appropriate encouragement and effective training are provided. Such initiatives are designed to stimulate students to use their minds to make their own choices, influence others to do right, and act with responsibility (Elmore, 2001; Nemerowicz, & Rosi, 1997).

Leadership matters are not restricted to the universe of politicians, entrepreneurs, and economists. Even religious organizations committed to the gospel commission feel the duty of developing individuals of character and resignation who are able to lead with vision and resilience (Tutsch, 2010). It is an important task for a Christian educator to shape the habits and influence the life of the new generation and leaders who will decide the destiny of humanity (White, 1977). School leaders are called to engage students to assume responsibility, provide opportunities to develop their leadership potential, and make school a training place to prepare children to be used according to the divine plan (White, 1913).

### **Methodology**

The study used a grounded theory design (Glaser & Strauss, 1967; Lincoln & Guba, 1985) to generate a useful and relevant theory that makes sense of experiences, needs, and expectations of the participants. It was found appropriate because it focuses on human interactions, routine situations, and participants' opinions (Maykut & Morehouse, 2005), and is quite related to topics that have been relatively neglected in the literature or have been only superficially explored (Merriam, 1998).

### **Sampling**

The study used purposive and theoretical sampling techniques. First, purposeful procedures were applied to select those most capable to indicate who could fit the pre-established criteria (student leader) and offer an average opinion of the population of interest (Merriam, 1998). Second, as a distinctive characteristic of studies grounded in data, theoretical sampling was conducted in order to search for participants who could show expertise about a topic and add something innovative to the inquiry (Birks & Mills, 2010). Their selection was guided by emerging concepts throughout a continuous comparative approach (Creswell, 2009). In addition to the student leaders who were nominated by teachers and students, 12 students and five teachers were included as participants throughout the interview process.

### **Participants**

The research participants were selected based on their leadership ability as recognized by the social group as well as their contribution in providing new data for generating an emerging theory on how the principal influences the leadership journey of elementary students. Five teachers were asked to name the student leaders in their classroom. After that, I accessed students' perceptions of leaders in the classroom by using the 'Spontaneous Choice Questionnaire' (SCQ) adapted

from Moreno (1978) for the purpose of this inquiry. The SCQ is used to explore social relationships of individuals and their group integration. Although this method cannot necessarily measure the leadership in the student, it provides a perspective of “attractions and repulsions” within the group, as well as the power of influence among peers (Moreno, p. 93). The results were triangulated by adding new participants who had close contact with the principal, observations in the field (using memos), and reports from the teachers.

Four female teachers from the Philippines and one from Indonesia participated in the study. The average age of teachers was 44.6, and their average of years of professional experience in teaching was 17.8. Twelve students who were selected, sent back the consent to participate from their parents in accordance with ethical considerations of the study (seven girls and five boys). The average age of students was 8.41 and they came from the following countries: five from the Philippines, three from Indonesia, one from Thailand, one from Panama, one from Malaysia, and one from South Korea.

#### **Instruments and Procedures**

Each respondent was invited to participate in a 20-30 minute individual interview. To explore emergent issues, drawings and completion tasks were used to support the understanding of the students' experience. Memos and field notes were used to ensure the consistency of information collected and understanding of the contextual elements that surround the study.

A consent to participate was sent to parents in order to clarify the purpose of the study, ethical and legal considerations, as well as the participants' commitment to cooperate for its successful accomplishment. After the individuals and parents gave a written consent, interviews were conducted following an interview protocol. They were tape-recorded, and subsequently transcribed verbatim. The anonymity of the participants was ensured by using fictional names. To assure credibility of the emerging model, this study was built on persistent observation, triangulation, collection of sufficient data, peer reviews, and member checking. After finishing each interview section, an informal feedback of the information collected from the researcher was confirmed with each participant in order to assure the trustworthiness of the data that is essential for the process of interpretive analysis. This grounded study followed a systematic design that applied coding procedural steps such as open (general categories), axial (the links), and selective coding (the core category) that contribute to develop the propositions. A constant comparison was done by putting side by side data with data, statement by statement, story by story, incident by incident, and later on, by comparing code with the code in an ongoing process that sought to find patterns (Charmaz, 2000). At each stage, a new criterion was used to modify or confirm the theory which pointed

to a congruent system choice which continued until the saturation point was achieved.

### **Results**

The main themes from the experiences and thoughts of the participants showed that there are four central categories which describe their views and experiences as they describe the roles of the principal in promoting leadership development of students: the educator, the supporter, the model, and the guardian. There is no account on the perspective of the principals regarding their own practice and influence in leadership development of students. Due to the delimitations of the study, there is no sufficient evidence to affirm that these categories would be the same if the study was designed to examine the role of teachers in the leadership development of elementary students.

#### **The Principal as an Educator**

From the participants' point of view, the principal should be an educator whose focus should be on sharing values and experiences that facilitate character building. By an educator, students and teachers mean the view of the principal as a teacher, a guide, and a constructor of the foundational values for leadership development. Thus, when the principal tells stories, shares moral principles such as honesty, obedience, and respect; he or she reinforces the school mission and contributes positively to students' leadership development. Students reported that they had learned more about God from their principal. According to them, spirituality founded on a personal relationship with Jesus Christ is the guiding force for morality development necessary for effective leadership.

The participants associated the religious beliefs and values to the authority of the principal as the master leader at school. Deeper morality was related to the leader's religious convictions and commitment to share them with others (see Figure 1). From their perspective, the principal should communicate principles from the Bible and emphasize the distinctive characteristics of a Christian school, its link between learning, service, and faith. Good leaders know more and work hard to help others to love learning and learning what is right.

The reports indicate that the instructional role of the principal was not limited to interaction with teachers, but included his or her direct contact with students characterized by mutual kindness, interest, and trust. Opportunities were used to build up students' faith, values, and concepts about themselves and others. As a result, the principal was able to shape the mind, heart, and the will of these emerging leaders. Although teachers spend more time with students than the principal, in the present study the participants reported that the quality of interactions, presence, and purpose of using every opportunity for growth could

be crucial for the effectiveness of the principal in encouraging leadership capacity in students.



*Figure 1.* “He teaches me about God.” (9-year-old boy—Grade 3)

The principal was portrayed as telling interesting stories, especially those coming from his personal experience (see Figure 2). Opportunity of contact between the principal and students was used to share a lesson about a principle applicable to life. Most of those stories were told at the flag raising ceremony and during visits to the classroom. Students said that when the principal dedicates time to instruct them, they feel they are important (see Figure 3). The principal's approach of guiding the participants in their difficulties and showing patience for their bad behaviors was mentioned as crucial for their leadership development.

### **The Principal as a Model**

Both teachers and students declared that the principal should provide a positive leadership example to be followed. Consistency, tenderness, and integrity were three aspects constantly mentioned in their descriptions of the principal as a role model. Interestingly, while the teachers took into consideration past and present experiences in making their conclusions on the principal's role, the children concentrated their perspective in the present context and actions.

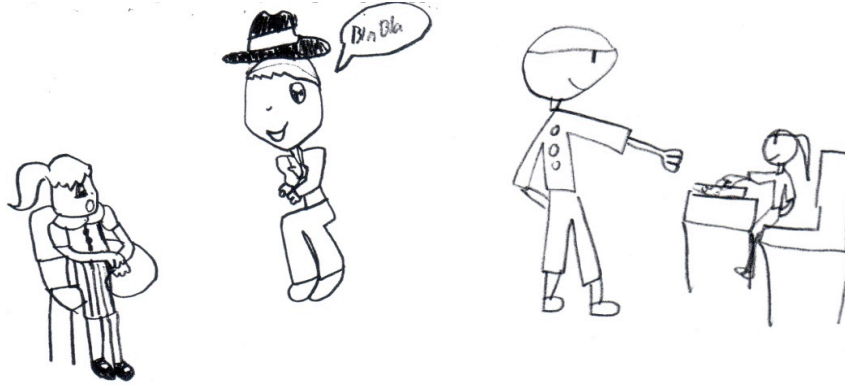


Figure 2. The principal as an educator.  
 “He is telling an interesting story.”

(8-year-old girl—Grade 2)

“He teaches me to do the right thing.”

(6-year-old girl—Grade 1)



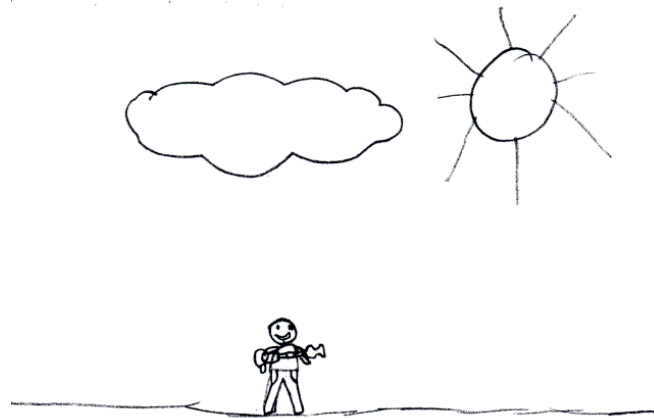
Figure 3. “When he teaches us, I feel that he likes children like us.”  
 (1-year-old girl—Grade 3)

According to the teachers and students, the principal may serve as a positive leadership model for children by (1) seeking congruence between words and actions; (2) telling the truth and being honest in all his or her procedures; (3) respecting the school members cultural differences; (4) dealing with teachers with respect and politeness, visiting frequently the classrooms (supervision of instruction); and (5) giving a good example on how to use his or her talents to benefit others and praise God (see Figure 4).



### **The Principal as a Supporter**

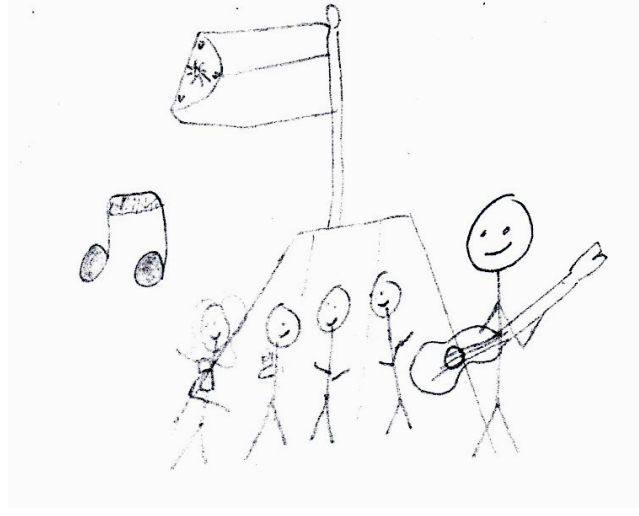
The principal was also considered as one of the main supporters of leadership development of students in a school setting. From the participants' point of view, there are significant ways to show that he or she believes in leadership potential of the students. Those actions were associated with the style, attitudes, and priorities of the principal.



*Figure 4.* “The principal is playing his guitar. It shows me how to use my talents to make others happy.” (8-year-old boy—Grade 2)

**Using a positive approach.** It is essential to use words wisely and try to put the focus on students' strengths instead of their weaknesses. Teacher Eve put it this way; “I think that one of the best ways by which a principal inspires students to be leaders is when he is being always positive in his approach and turns all things in a positive perspective.” Participants reported that it is very important that the principal smiles all the time. It gives them confidence that they can overcome the difficulties, they are not alone, and they are loved and appreciated by the school leader. Besides, the principal should articulate high expectations for all students.

**Being a kind and helpful leader.** Kindness was a recurring theme in the speech of the participants. For the participants, to surprise them with things that they like, to perform activities with students, and to help them in their difficulties are acts of generosity and support that show the principal as a caring leader (see Figure 5).



*Figure 5.* “Our principal always helps the students in the flag raising. It teaches me that a leader must be kind and present in the life of people.” (9-year-old girl—Grade 1)

**Acknowledging student contributions and achievements.** For the students the principal must encourage them verbally and concretely, make them feel motivated to do their best next time. The student leaders demonstrated a certain thirst for appreciation and evidence of care by the school leader. He or she must show by actions that he or she believes in their potential and is really interested in making them confident of their own capabilities. In their view, the principal must be sensitive to celebrate the students’ victories (see Figure 6).

**Encouraging students to bless others with their talents.** Participants believe that the principal should inspire children to make a difference in the world, not only in the future but also in the present. As the principal gave them the example of service and kindness, they should do the same for others. They also believe that the school may provide opportunities for all students to develop, discover, and improve their leadership skills. Significant school-family-church partnerships were reported as valuable for promoting the leadership skills of students.



*Figure 6.* “He [the principal] gave the students a prize for their participation. I liked that. I can do my best next time.” (9-year-old boy—Grade 3).

The participants noticed that the principal provides a great opportunity for students to discover and build up their leadership potential by promoting activities, such as

1. Spiritual activities—weeks of prayer (preaching and leading songs), small groups, chapels, and classroom worship (reading Bible verses, singing, and playing an instrument).
2. Social-civic activities—field days, flag raising, sports activities, peer coaching, classroom monitors (helpers), and cooperative games during break time.
3. Academic activities—science festival, nutrition month, academic contest.
4. Community service—donation project, campus cleaning, reading support.

**Being present in the academic life of students.** Although the participants recognized that the principal is very busy assuming different administrative roles, they appreciate the principal’s visit to the classroom to see how things are going. They said that the principal was present in all school activities with a smile and an encouraging attitude. “Sometimes he plays with us during our break time”, said a 9-year-old boy. This result reinforces the importance of the principal’s presence and visibility in the development of positive interactions between him or her and the students.

**Listening to the students.** In order to promote the leadership development of students, the principal should pay attention to the ideas, feelings, and needs of the students with an open heart and give them guidance and hope when necessary. The students were confident that they can open their heart and be sure that they will be understood and accepted as they are. Teacher Marian from Grade 4 pointed out, “A principal can be successful in promoting leadership for students if he listens to students and considers their social needs and interests.” Such approach promotes openness, understanding, and confidence among the participants that the principal cares for them as individuals and as a group.

**Supporting teachers as classroom leaders.** An indirect way by which principals encourage students to be leaders is by empowering actions for the teacher’s professional growth and leadership capacity. Such view was more evident among teachers than among students. Teachers reported feeling glad when the principal shares his or her knowledge and resources with them. As teacher Anne said, “The principal feels our difficulties and puts himself in our place; he knows us and for this reason he can help and guide us to be the best we can be.” Consequently, the students became the main beneficiaries in their leadership journey due to enhancement of the management and instructional work of the teachers as classroom leaders.

### The Principal as a Guardian

Beside captivating the sympathy and respect of students, the school leader has the duty of protecting the school standards and rules necessary for promoting an environment in which leadership can grow and flourish. The principal can do it by setting school rules, promoting disciplinary actions, and planning the strategic actions for school organization and quality improvement (see Figure 7). In the participants’ view, the principal should not give up when the problems arise because his or her attitude is crucial for the kind of climate the school has. It is necessary to be resilient in facing school challenges.

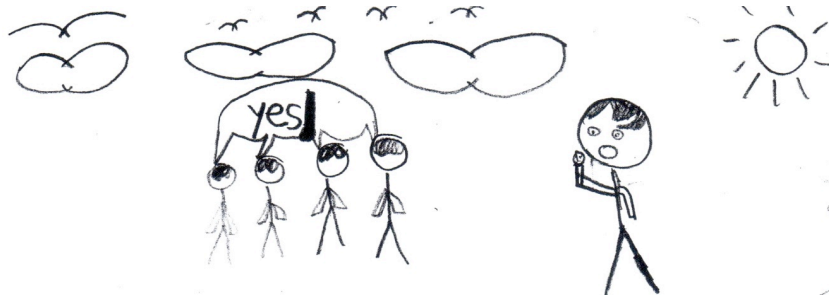


Figure 7. “The principal is responsible for setting the school rules. We must obey them.” (8-year-old girl—Grade 2).

The problems need to be addressed when they happen. In other words, the school leader cannot be late in solving the school problems, mainly the disciplinary ones. This makes the principal the guardian of the school.

Both teachers and students considered leadership as a challenging task that requires hard work and cooperation of all individuals who compose the school community. They recognized that leadership development requires freedom; freedom to responsibly choose and follow the rules, but they said that it requires limits and clear rules for all. Although it is important to be a kind and gentle leader, they pointed out that the principal needs to be firm and authoritative for the good of the school community. Students understand that sometimes, the principal needs to be strict and apply corrective measures. According to them, it is the principal's role to warn the students in order to prevent problems and even a tragedy, such as bullying and fight. It is essential for the principal to show that authority involves responsibility and concern for the well-being of individuals. In synthesis, the theory coming out from the views of the participants explains that the principal who promotes student leadership capacity by acting as an educator, a model, a supporter, and a guardian of the school values. The principal must encourage a positive image of leadership in students.

### **Discussion**

Data showed that by encouraging students to be better students and individuals, the principal inspires them to be leaders and show what kind of leaders they should be. The results also suggest that students' leadership skills were promoted by providing formal and informal training opportunities for taking on leadership roles. Such results are consistent with Popper and Mayseless' (2007) propositions on how the foundational blocks for leadership effectiveness are built in childhood. Reflecting on the role of school administrators in the student leadership development, Rice (2011) recommends that beyond academic knowledge, they should prioritize character development of students. According to him, school leaders need to excel in an instructional program that includes leadership-oriented education. In the data presented in this study, although there is no evidence of a leadership-oriented program, the focus was on practices and values constructed in daily activities and positive relations between the principal and students. Fullan (2001) characterizes leadership as a morally purposeful relation of influence. Freire (1993) notices that students are perfectly capable of identifying consistency between words and actions in leadership practice of authoritative figures.

The results of this study reinforce the need of the school leader to help students understand the nature of leadership by personal experience and provide all necessary resources to support and assist them throughout the process. Without the principal's support, the development of leadership capacity at the elementary

level would become unproductive (Pechura, 2001). The results were congruent with the view of the principal as the supporter who provides the proper amount of encouragement and recognition to maintain motivation and perseverance in the student leaders (Neigel, 2006).

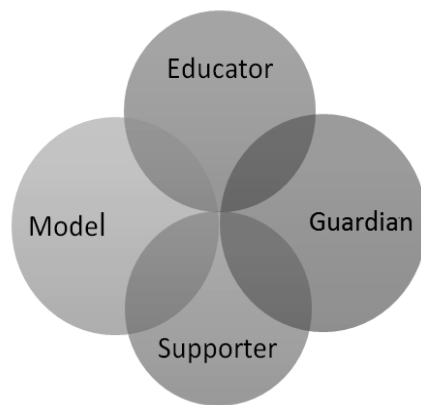
Allison (2012) pointed out some characteristics of resilient school leaders. Among them, she mentioned the importance of being positive, perceiving one's own words (politeness), and prioritizing time to solve the perceived problems or bad indicators of the school. "Leaders who choose resilience over defeat, not only gain energy to sustain change, but also gain happiness from doing meaningful work that makes a difference for students" (p. 82). The present model is supported by the theoretical model of Kouzes and Posner (2008). Two of the five leadership practices that they proposed were very similar to the findings of this study, modeling the way (Model) and encouraging the heart (Supporter).

Pechura's (2001) study found that the most relevant leadership task of the principal is to be the leader of leaders. Such role involves inspiring teachers, students, and others as they play leadership roles at school. An analysis of current models of school leadership capacity shows that their focus is on principal-teacher and teacher-students endeavors (Barkley, Bottons, Clark, & Feagin, 2004; Lambert, 2006; Leithwood et al, 2004; Mednick, 2003; Neigel, 2006; Youngs & King, 2002) rather than considering also the principal-student interactions. The current models include elements of the principal's role that were similar to what was found in this study such as (1) setting the direction and rules (model/guardian); (2) developing and investing in people (educator/supporter); and (3) redesigning the culture of the school (model/guardian).

Since children's perceptions of their own potential for leadership are largely influenced by the culture in which they live, especially the values propagated by the group (Fischer, 2003), it is reasonable why the spiritual dimension was a significant element in their views of the role of the principal in promoting leadership in students. The results of this study suggest the application of this model relies on three aspects: principal's character, school culture, and quality of relations built there. Above all, it requires a change in the way of thinking about leadership development that includes students as active and not passive observers of the educative process. Until now, those roles were not systematized as roles directly influencing leadership journey of students. In addition, previous studies have put emphasis on the views of adults and teens on principals' role on school leadership capacity rather than the views of children.

**Conclusion**

The results of this grounded theory study suggest that the principal as an educator, a model, a supporter, and a guardian of the school values, encourages in students positive image of leadership and their own leadership capacity. The model proposed here (see Figure 8) implies intentional actions of (1) using every opportunity to teach and build the moral foundation for effective leadership; (2) serving as a positive model for kindness, care, and honesty; (3) helping students in their needs, including a positive school climate, encouragement, and opportunities for using unselfishly their aptitudes; and (4) promoting an organized and disciplined environment conducive to leadership growth of students.



*Figure 8. The Principal's Role in the Leadership Development of Students.*

The findings of the study suggest that moral-spiritual and relational components were on top of the crucial actions of the principal in promoting leadership for students in this religious school. Such influence is based on the quality of relationships, expectations, and values shared by the school community as a social group. Considering these results, it is recommended to school superintendents to review the requirements for admission of the potential candidates for the position of principal in Christian elementary schools. Indicators such as (1) teaching-learning passion, capacity, and experience; (2) priority on character building; (3) experience in serving unselfishly; (4) spiritual maturity; and (5) interpersonal skills (follower's perspective) must be considered.

In view of the fact that the scope of the study is very limited and there is potential for biases in the sampling method selected, to generalize these results must be carefully considered. Since this qualitative study considered a single Christian international elementary school, only contextual generalizations are

applicable. It is necessary to replay these results to a large number of respondents and other types of schools to confirm its propositions.

This study suggests that the influence of the principal follows a direct (principal-student) and/or an indirect path (principal-teacher-student). Further research needs to explore what approaches are more decisive for the students' leadership capacity. More should be investigated about the impact of the negative image of the principal in the leadership development of elementary students. Moreover, the insertion of more leadership opportunities for students focused on the practice of the school values of service is still required. It is recommended to school principals the use of an approach that incorporates "grace and justice" in dealing with individuals and school issues; that is, the balance in their focus on people and tasks that is crucial for the leadership development of students in these first stages of the lifespan.

### References

- Adjiolosoo, S. (2005). *The human factor in leadership effectiveness*. Mustang, OK: Tate.
- Allison, E. (2012). The resilient leader. *Educational Leadership*, 69(4), 79-82.
- Barkley, S., Bottons, G., Clark, S., & Feagin, C. (2004). *Leadership matters: Building leadership capacity*. Atlanta, GA: Southern Regional Education Board.
- Bennis, W. G. (2009). *On becoming a leader* (4th ed.). New York, NY: Basic Books.
- Birks, M., & Mills, J. (2010). *Essentials of grounded theory*. Thousand Oaks, CA: Sage.
- Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 509-531). Thousand Oaks, CA: Sage.
- Cisco (2010). *The learning society*. Retrieved from [http://www.cisco.com/web/about/citizenship/socio-economic/docs/LearningSociety\\_WhitePaper.pdf](http://www.cisco.com/web/about/citizenship/socio-economic/docs/LearningSociety_WhitePaper.pdf)



- Cohen, H. (2010). *Leadership building activities for children*. Retrieved from <http://www.leadershipexpert.co.uk/leadership-building-activities-for-children.html>
- Covey, S. R., & Hatch, D. K. (2009). *Promising news in education: How foundations and sponsors are working with schools to create leaders, one child at a time*. Retrieved from [www.theleaderinme.org/uploads/Documents/sponsor\\_article.pdf](http://www.theleaderinme.org/uploads/Documents/sponsor_article.pdf)
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed approaches*. Thousand Oaks, CA: Sage.
- Eccles, J. S. (1999). The development of children ages 6 to 14. *The Future of Children. When School Is Out*, 9(2), 30-44.
- Elmore, T. (2001). *Nurturing the leader within your child: What every parent needs to know*. Nashville, TN: Thomas Nelson.
- Ezarik, M. (2004). Heads of the class. *District Administration*, 28-29.
- Fischer, L. (2003). Classroom discussions of power. *Encounter: Education for Meaning and Social Justice*, 16(4), 12-14. Retrieved from [www.powerliteracy.org/LAF\\_Encounter.pdf](http://www.powerliteracy.org/LAF_Encounter.pdf)
- Fletcher, A. (2005). *Meaningful student involvement guide to students as partners in school change* (2nd ed.). Olympia, WA: SoundOut.org & HumanLinks Foundation.
- Freire, P. (1993). *Pedagogy of the city*. New York, NY: Continuum.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey Bass.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago, IL: Aldine.
- Greenwald, R. (2010, December 5). Today's students need leadership training like never before. *The Chronicle of the Higher Education*. Retrieved from <http://chronicle.com/article/Todays-Students-Need/125604/>
- Hansen, R. S., & Hansen, K. (2009). *Quintessential careers: What do employers really want? Top skills and values employers seek from job-seekers*. Retrieved from [http://www.quintcareers.com/printable/job\\_skills\\_values.html](http://www.quintcareers.com/printable/job_skills_values.html)
- Harris, A., & Lambert, L. (2003). *Building leadership capacity for school improvement*. Maidenhead, UK: Open University.
- Kouzes, J. M., & Posner, B. Z. (2008). *The student leadership challenge: Five practices for exemplary leaders*. San Francisco, CA: Jossey-Bass.
- Lambert, L. (1998). *Building leadership capacity in schools*. Alexandria, VA: ASCD.

- Lambert, L. (2006). Lasting leadership: A study of leadership capacity of schools. *The Educational Forum*, 70, 238-254.
- Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York, NY: Wallace Foundation.
- Levine, M. D. (2005). *Ready or not, here life comes*. New York, NY: Simon & Schuster.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Maykut, P., & Morehouse, R. (2005). *Beginning qualitative research: A philosophic and practical guide* (2<sup>nd</sup> ed.). Bristol, PA: The Falmer.
- Mednick, A. (2003). The principal's new role: Creating a community of leaders. *Conversation*, 4(1), 1-12.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Moreno, J. L. (1978). *Who shall survive: Foundations for sociometry and group psychotherapy and sociodrama*. New York, NY: Beacon House.
- Neigel, K. (2006). Building leadership capacity in students. *Principal Leadership*, 7(4), 20-24.
- Nemerowicz, G., & Rosi, E. (1997). *Education for leadership and social responsibility*. London, UK: Falmer Press.
- Pechura, J. M. (2001). How principals build leadership capacity in others. In L. Lambert (Ed.), *Leadership capacity for lasting school improvement* (pp. 117-119). Alexandria, VA: ASCD.
- Popper, M., & Maysseless, O. (2007). The building blocks of leader development: A psychological conceptual framework. *Leadership and Organization Development Journal*, 28(7), 664-684. doi:10.1108/01437730710823905
- Tutsch, C. (2010, February). Spirit-driven leadership: A perspective from Ellen G. White. Retrieved from *Ministry Magazine*. Retrieved from <http://www.ministrymagazine.org/archive/2010/February/spirit-driven-leadership>
- Ullestad, K. (2009). *Leadership development for elementary students* (Master's thesis). Retrieved from <http://rudr.coalliance.org/fedora/repository/codr:104>
- White, E. G. (1913). *Counsels to parents, teachers, and students*. Mountain View, CA: Pacific Press.

- White, E. G. (1977). *Mind, character, and personality* (Vol. 1). Washington, DC: Review and Herald.
- Youngs, P., & King, M. B. (2002). Principal leadership for professional development to build school capacity. *Educational Administration Quarterly*, 38(5), 643-670. doi:10.1177/0013161X02239642

*Karla A. C. Oliveira, PhD  
Amazon Adventist College, Brazil  
oliveirak@aiaas.edu*