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Editor's Note: Leadership skills are increasingly important for teachers to be effective in the classroom, school and community. This study measures particular aspects of leadership considered fundamental to be an effective teacher.

Leadership skills of undergraduate students enrolled in Classroom Teacher & Child Education Programs of the Faculty of Educational Sciences at University of Jordan

**Khitam N. Radwan, Anmar M. Kaylany, Mohammad Saleem AlZboon
Jordan**

Abstract

This study aimed to identify the Leadership Skills of Undergraduate Students enrolled in the Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan. The study used a purposive stratified sample to reach the objective of the study and answer its questions. A questionnaire was developed consisting of 33 paragraphs that measured the reality of leadership skills of undergraduate students enrolled in the program. It dealt with the following areas: time management, human communication, problem solving, cooperative work, self-control. The validity and stability of the tool was verified. The study sample consisted of 315 students (7 males, and 408 females) in the Faculty of Educational Sciences at University of Jordan for the first semester of the university year 2016-2017. The study was conducted as follows:

- Identify the leadership skills of undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan. Leadership skills were classified according to the study's sample responses.
- Results showed no significant differences in leadership skills of undergraduate students enrolled in the classroom teacher and child education program with the faculty of educational sciences at university of Jordan due to specialization, university year, and gender variables.

The study recommended including educational leadership programs as a university requirement at the undergraduate level for training programs for classroom teacher and child education students based on practical simulation of leadership, as well as making similar studies to postgraduate students in other universities.

Keywords: skill, leadership, leadership skills

Introduction

Universities are mirrors of modern societies and bases of progress and development. University education provides the community with skills and expertise. University education is a combination of theoretical and practical applications.

In recent years, universities in Jordan have expanded as private universities have grown alongside public universities. All of them are under the supervision of Jordan Ministry of Higher Education. For example, The University of Jordan was established by a Royal Decree passed in 1996 in northern Amman, which was the first university to be established in Jordan.

University of Jordan has many Faculties such as Scientific and Humanitarian, including the Faculty of Educational Sciences, which aims to develop the leadership skills of students, and find outcomes that can contribute to scientific progress in all aspects of life. This can be clearly found in the vision of the Faculty of Educational Sciences,

"Build up educational leaders that can effectively practice their roles under global standards", and its mission, "Prepare manpower that is capable of competing in local, regional and global labor markets, and provide research, training and advisory services to help meet the challenges and cope with global changes."

The Faculty of Educational Sciences integrates various departments, such as guidance, special education, library and information science, curriculum and teaching, that comprise the Classroom Teacher & Child Education Program.

The role of the universities is not limited to education alone, but preparing young leaders belonging to their country that are promoted and interested by the university with respect to their potentials. These young leaders are undergraduate students in the university representing the group between (18-25) years old. They are, at this stage, physically dynamic, and have intellectual and spiritual abilities. They are the renewable energy that has the ability to learn. At this stage they are self-reliant, enjoy the ability of giving, activity, and vitality.

Consequently, the university is obliged to take care of undergraduate students to be able to make decisions, positive learning, exercise their leadership roles in the future, pay attention to their mental health, develop their skills that can focus on positive community values, and establish good relations between them and members of the faculty within the university borders. As well as providing courses and university requirements to gain the ability to lead outside the university, and finding student activities that make them able to interact with others by controlling their emotions, and use the scientific method to solve problems and develop cooperative work for them. These skills must be applied to influence others. Leadership is the art of influencing others, especially as identity and way of thinking of undergraduate students are being formed. They are also religiously committed. They can take any responsibility, and provide with their knowledge and leadership services to their country.

Leadership is the art of influencing others, especially that the identity and way of thinking of undergraduate students are being formed. They are also religiously committed, can take any responsibility, and provide with their knowledge and leadership services to their country.

Developed countries have emphasized the importance of providing leadership skills to each member of the community, especially undergraduate students, by linking teaching courses and university requirements with their leadership skills. This is because time management, human communication, self-control, collaborative work and problem solving are important for undergraduate young students at this stage, especially with the prevalence of globalization. This can create leading students through training and development to be the nucleus of change towards a future leadership society.

Notwithstanding the efforts exerted by The University of Jordan to find leadership outcomes, and by reviewing the study plan of the Department of Classroom Teacher and Child Education with Faculty of Educational Sciences at University of Jordan, the researcher found that the plan does not contain any courses for leadership skills; either university, department, or specialization requirements. The courses offered are contrary to the vision of the Faculty of Educational Sciences. Through the study of the researcher in the Faculty of Educational Sciences at BA, MA, and PhD degrees, there was a shortage of programs based on leadership skills, which was an obstacle for the university for development towards leadership programs.

As mentioned earlier, the rationale of the study shows the status quo of leadership skills of undergraduate students enrolled in classroom teacher and child education program with the Faculty of Educational Sciences at University of Jordan.

Statement of the problem

The problem of the study is to answer the following question:

What are the leadership skills of undergraduate students enrolled in the classroom teacher and child education program with the Faculty of Educational Sciences at The University of

Jordan?

Study goal and questions

The study aimed at identifying the leadership skills of undergraduate students enrolled in classroom teacher and child education program with the Faculty of Educational Sciences at University of Jordan. To achieve this goal, the following study questions will be answered:

Question 1: What are the leadership skills of the undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan?

Question 2: Are there significant differences in the status quo of leadership skills of undergraduate students enrolled in Classroom Teacher & Child Education program with the Faculty of Educational Sciences at University of Jordan due to specialization, university year, and sex variables?

Study importance

The following entities are hoped to benefit from the results of this study:

- The Ministry of Higher Education: By taking care of students as an outcome of higher education.
- Jordanian universities: by entering university programs and requirements for leadership skills of Jordanian universities' students in BA degree.

Definitions

The study defines the following terms:

Skill: The skill of anything that is wise and skillful, such as proficiency in Arabic language. (Bostani, 1988)

In idiom: "The ability to deal with others in a socially defined framework with socially acceptable methods, whether intellectual or mental, with the least time, effort and cost" (Gharaybeh, 2009). The skill also requires time for education, training, experience and practice to perform well.

Leadership Skills: A set of sensory qualities that is difficult to define and generalize (Allaq, 2010), that is a "set of constant abilities in the personality of the student, represented by an ordinary pattern of behavior, through which the behavior of others is influenced by multiple roles to achieve the desired goals." (Abu Kush, 2012)

As defined by (Skarneh, 2010), leadership skills are influenced by actions of others such as skill of human communication, and motivate others to cooperate and commit.

Leadership: means the ability to influence others in order to set goals by communicating with others to share knowledge and attitudes and accomplish business (Harbi, 2008).

The study defines **leadership skills** as the ability of students in undergraduate level of classroom teacher & child education to solve problems, self-control, communicate with others, develop time management and cooperative work to achieve leadership skills in order to master the art of leadership in the future.

Study Delimitations

Limitations of the study are as follows:

Human: Students enrolled in classroom teacher and child education program with the Faculty of Educational Sciences at University of Jordan.

Venue: Faculty of Educational Sciences at University of Jordan.

Time: The study was limited to undergraduate students enrolled in classroom teacher and child

Theoretical literature and previous studies

The importance of leadership skills stems from the fact that every individual is a leader in his job. The father is a leader in his family, and the teacher is a leader in the classroom. The human sciences are a fertile ground for the development of leadership skills that allow for a degree of freedom and critical thinking, and enable students to discuss, dialogue, and communicate.

The vision of the Faculty of Educational Sciences is a vital example as prudent to prepare human leaders and develop their leadership skills. Undergraduate students in the classroom teacher & child education department have a lot of potential leadership capabilities if necessary attention and good preparation is paid for.

The Faculty of Educational Sciences at University of Jordan aims to develop leadership skills of undergraduate students, find outcomes that contribute to scientific progress in all aspects of life, develop teaching research environment, prepare internal leadership competencies, and create effective academic programs that serve students and society. It also strengthens links with the local community, provides it with contemporary educational leaders, and develops abilities of learners to link theory to practice.

Undergraduate students at this stage have the ability to acquire a lot of leadership skills if they have the opportunity to do so. These skills will put them face to face to cope with and control their emotions, and enable them to manage their time and solve the problems they face to be active leaders in the community.

Undergraduate level is considered a transition stage to youth world, independence and decision-making. At this stage, there is a need for educational leadership and guidance for these students in light of negative youth patterns that they are prepared to learn leadership skills, especially that that current common general trend is to assign positions in various social sectors to youth and benefiting from their abilities and development. (Jaafreh, 2010)

There have been numerous Arab and foreign studies indicated that leadership skills can be generated in students by learning. These studies include (Al-Nazer, 2011) and (Foley, 2005).

Foundations on which leadership skills are based

There is a need to take into account a set of things that help the undergraduate students to reach the goals set out from these foundations, including what is stated in (Allaq, 2010).

Social foundations: Leadership skills based on social foundations help students adapt to their society and university. These bases are evident in the ability to assume responsibility, social and humanitarian communication, establish social relations, solve problems, and directing their activities at this stage to take advantage of knowledge and behavior, which leads to the progress of society by its mindfully young people.

Scientific foundations: The leadership skills, on which the undergraduate students rely, depend on scientific clearly defined concepts by linking scientific skills to practical reality.

Psychological foundations: By adapting these leadership skills with aspiration of young people in the Faculty of Educational Sciences and their wishes and aspirations of the future that can release them from pressure and psychological tension to be happy and relax after acquiring these leadership skills.

Cultural foundations: acquiring leadership skills by undergraduate students will allow them to be culturally developed, and their interaction with these skills will develop and discover their creativities and lift up their cultural level.

Economic fundamentals: Having such leadership skills by undergraduate students enrolled in classroom teacher and child education with the Faculty of Educational Sciences at University of Jordan will allow them finding new ways to optimize the use of time and resources, and take

advantage of their physical abilities so that they can accomplish tasks entrusted to them in the future. Thus, they will have desire to do any job they want by gaining leadership skills.

Training in leadership skills

In order to move the undergraduate students, enrolled in classroom teacher & child education with the Faculty of Educational Sciences at University of Jordan, to leadership stage, they have to be trained on leadership skills, which include three elements contained in (Mohammed and Qatanani, 2010):

- Students to know types of leaders and its traits.
- Practical application of leadership by giving students leadership roles to practice.
- Training undergraduate students in leadership skills.

Importance of training undergraduate students on leadership skills

The importance of training undergraduate students on leadership skills is as follows (Qandeel, 2010):

- University courses interested in training undergraduate students on leadership skills are excluded.
- The current trend towards youth leaders.
- Leadership is not only innate, but it is easy to learn and practice according to scientific methods.
- Increasing scientific and technological development in various areas of life.
- There are multiple names for the leader, such as libertarian, creative, and global.

Characteristics of leadership skills

Leadership skills have an important role to play in enhancing cooperation and knowledge exchange among undergraduate students, which contributing to a genuine partnership based on cooperation, as confirmed by (Durcker, 2003). These leadership skills can be developed by learning, and can be measured by quality. It also linked to previous knowledge and mental, religious and intellectual abilities as well as personal preparedness and sensory integrity, and can be developed by linking reality and hope.

Importance of leadership skills for undergraduate students

The leadership skills offered by the university are among the most important components of the educational process among BA students. It can develop their future aspirations to become leaders by translating these skills into practice in the future, expanding their perceptions, adjusting their behavior and knowing their desires and tendencies.

Time management

The skill of time management is a criterion of successful leaders by good investment of time and carry out works in due time without delay or neglect. This skill is not born with anyone, but acquired by training and learning.

(Faisal, 2012) defines time management as "the ability to deal with realistic conscious with time to achieve the objectives and carry out, plan, and organize required work, as well as dealing positively with waste of time and leisure". In addition, the time management skill allows students to modify negative behaviors to manage their time.

There are number of waste of time, including: ambiguity of responsibilities, postponement of work, and ineffective communication. Besides, there are many time management requirements such as time planning, time investment, good communication to achieve the goals, business completion, minimizing errors as well as achieving better results.

Human communication

Communication is the basis of societies' development, because the success of anyone at his work depends on his ability to communicate. Communication means "the ability to form mutual relations with others and exchange ideas, information and convictions through verbal or nonverbal means that are understood by the participating parties."

Communication process is only done with main elements: sender, receiver, message, channel, meaning and feedback (Darweesh, 2012), in order to communicate with others in all directions, respond to targeted messages, strengthen relationships with others, and listen carefully to what they say.

Communication between undergraduate students enrolled in classroom teacher & child education program with the Faculty of Educational Sciences at University of Jordan will lead to start work and build thinking skills of such students, which results in keeping pace with social changes. This will be done by using various types of communication such as self communication (mental communication), Face-to-face communication (with recipient), and group communication (in meetings or parties). (Sakarneh, 2010)

Human communication provides many advantages for the undergraduate students and community. By communication they will gain new experiences, new developed renewable and changing concepts. It introduces joy among recipients, social interaction among them, active joint action and reduces problems.

Problem solving

People and individuals are exposed to many problems that require confrontation and solutions. Problem solving skill is one of the leadership skills that must be existed in undergraduate students enrolled in classroom teacher & child education with the Faculty of Educational Sciences at University of Jordan. According to (Abawi, 2010), the problem is defined as "The difficulties faced by an individual when moving from one stage to another. It may prevent or delay him to reach the new stage, and can affect the quality." The problem has multiple characteristics including individual problems that belong to a particular person. Someone considers it as a problem, while others deem it as a normal matter. Cognitive and emotional side is another characteristic of the problem that accompanied with tension, anxiety and emotion. It has different dimensions and many forms.

Undergraduate students enrolled in classroom teacher & child education are having problem-solving skills. They can begin to identify and divide the problem, avoid panic, guess, and deal with it adequately and masterfully to reach different alternatives that ultimately lead to problems.

solving by perfect employing of experiences to reach a solution. They also have the ability to invent innovative solutions and develop practical plans to address them.

Cooperative work

It is one of the leadership skills of undergraduate students. The study defines it as: "A group of students working together to achieve common goals. They need to focus, work in the spirit of the community and stay away from individuality, and need human communication and self-control."

This skill is linked to the activities and functions performed by BA students level through optimal utilization of available possibilities, whether human, physical or financial, in addition to the ability to attract others to this collaborative work. This will allow the opportunity to BA students to share cooperatively in decision-making, and distribution of responsibilities to others. It is necessary for them to cooperate to assist and provide services to others provided that it has a positive meaning suiting their abilities, desires and tendencies.

This skill is manifested in the ability of dealing with others, respecting their personalities, and motivating them to work enthusiastically, which increases their productive capacity, lifting up their morale, and satisfying them. This creates confidence between them and achieves psychological stability and modifies certain behaviors among some students. Cooperative work of

undergraduate students will make them active in carrying out the tasks entrusted to them, and make them focus on the common interest.

Self-control

Self-control is one of the leadership skills of undergraduate students. It means emotional stability. It is a kind of mood stability for undergraduate students, which creates a kind of satisfaction and positive attitude toward the students themselves by being able to tolerate others by allowing them to express their views freely. The students can also control their behavior, anger, and management, especially those negative emotions.

As a result, it is clear that undergraduate students are a changing outcome in society. Therefore, their leadership skills should be taken care of and prepared through the interest of universities and the leadership skills within the university so that they can be able to participate positively in the society after finishing their BA degree. They will also respect laws, regulations and instructions, reconcile their personal interests and collective interests, and allow them to express themselves.

These skills are the link between undergraduate students and how they perceive the future of their work especially that they will join the education system. These skills will make them accustomed to cooperative work in order to catch up with change and accelerated progress, and to be familiar with the above leadership skills.

Previous studies

Reference has been made to a number of previous Arab and foreign studies on leadership skills.

Arabic studies

Al-Amri and Al-Alfi (2014) conducted a study entitled "The role of student activities in developing leadership skills among the students of Baha University". The study aimed at finding out the contribution of student activities to the development of leadership skills among Baha University students. The sample consisted of 349 students from five faculties. The results showed that the degree of contribution of the student activities was very high, and found statistically significant differences according to specialization variable (literature and scientific) in favor of literature.

Al Saif and Al-Dawood (2013) made a study entitled "A Proposed Concept for Leadership Development Program for Saudi University Students in the Light of International Experiences

and Experiences." The study aimed to demonstrate the current efforts of Saudi universities in developing leadership skills. The sample consisted 138 of faculty members specialized in student affairs for both questionnaires. The researcher used documentary descriptive method. The results of the study showed that the most important skills that should be provided to the students were training on time management skill, and make students accustom to respect laws and regulations.

Al-Sa'oub and Al-Rashayda (2013) made a study entitled "The role of programs and activities of Higher Council for Youth in developing the leadership skills of members of the youth centers in Jordan". The study aimed to identify the role of the Higher Council for Youth in developing leadership skills among members of the youth centers in Jordan, The sample of the study was 346 respondents. The researcher used a questionnaire. The study concluded that the role of programs and activities was high, and there were statistically significant differences attributed to the benefit of males, and specialization.

Abu Nimah and Al-Nazeer (2011) conducted a study entitled "The Role of Students in Jordanian Universities in Developing the Leadership Skills of Undergraduate Students from Their Point of View." The study aimed at defining the role of students' affairs in Jordanian universities in developing the leadership skills of undergraduate students. The sample of the study consisted of 772 male and female students of Jordanian universities. The researcher used a questionnaire. The study concluded that the role of the students' commutations was medium and there were statistically significant differences in the development of leadership skills for females, and

statistically significant differences for the students of fourth year.

A study entitled "The Role of the School in Promoting and Developing Leadership Skills" was conducted by (Shaikah & Omar, 2009). The study aimed at identifying the role of the school in the promotion and development of leadership skills. The study sample consisted of 8 male students and 9 female students from the Council of Students' Union in UAE. The researchers used an interview. The results showed that teachers and students play an active role in the development of leadership skills and that the school has an active role in developing these skills through their activities and human communication within them.

Al-Omari & Khasawne (2008) conducted a study entitled "Leadership Skills among First Year Students in Jordanian Universities". The study aimed at revealing the leadership skills of the first year students in Jordanian universities. The sample consisted of 296 students. The results of their study showed that degree of members of the study sample who possess leadership skills was medium. The ability to solve problems and deal with others scored the highest arithmetical average.

Foley (2005Foly) conducted a study entitled "Leadership Skills for First Year Students". The study aimed at defining the leadership skills of first year students before entering the faculty. The study sample consisted of 550 participants from different nationalities of first year students in the USA. The results showed that the degree of leadership skills was high, and that there were differences attributed to gender variable.

Position of current study among previous studies

The previous studies shed light on some topics related to the subject matter of this study such as leadership skills, as indicated in (Al-Omari & Khasawneh 2008). While others stressed the need to provide university students with leadership skills as mentioned in (Al-Saif, 2013). This study was distinguished by highlighting the leadership skills of Undergraduate Students Enrolled in Classroom Teacher & Child Education with the Faculty of Educational Sciences at University of Jordan in the first year, and their leadership skills that were acquired during their university years up to the fourth year. This is not discussed by any other study.

Method and procedures

The study has adopted the stratified random approach within the following procedures:

Population and sample

The study population consisted of all undergraduate male and female students enrolled in classroom teacher & child education program in the first and fourth years for the university year 2017-2018. They are 135 students as shown in the following table:

Table 1
Distribution of students by specialization

Specialization	No.	%
Classroom teacher	175	55.6
Child Education	140	44.4
Total	315	100.0

Table 2
Distribution of students by year

Year	No.	%
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First	84	26.7
Fourth	231	73.3
Total	315	100.0

Table 3**Distribution of students by sex**

Gender	No.	%
Male	11	3.5
female	304	96.5
Total	315	100.0

Study instrument

Having reviewed the educational literature in relation to this study, as well as the tools of previous studies such as Abu Nimah & Al-Nazeer (2012), which discussed the leadership skills, and by reference to multiple references, a questionnaire was used to collect information, which measured the leadership skills of undergraduate students enrolled in classroom teacher & child education program with the Faculty of Educational Sciences at University of Jordan that dealt with the following areas: time management, human communication, problem solving, cooperative work, and self-control according to SPSS degrees: very high, high, medium, weak, very weak.

Tool Stability

To verify the stability of the tool, Cronbach's Alpha stability coefficient was found for the fields of resolution and domains as a whole. The results were as shown in the following table:

Table 4**Coefficients Reliability of Cronbach's Alpha for questionnaire areas & areas as a whole**

Area	Cronbach's Alpha coefficient
Time management	0.934
Human communication	0.900
Problem Solving	0.910
Cooperative Work	0.935
Self-Control	0.916

Validity

The questionnaire was presented to ten arbitrators within their jurisdiction, to extract the validity of the content in terms of construction, language integrity and clarity, and whether paragraphs are appropriate or not.

Variables of Tool

This study includes the following variables:

Independent: Status quo of leadership skills.

Dependent: Response degree of the undergraduate students enrolled in classroom teacher & child Education with the Faculty of Educational Sciences at University of Jordan.

Intermediate: Gender (male and female) University year:
(first and fourth years).

Specialization: (Classroom Teacher, and Child Education)

Statistical processing methods

To realize the goals of study, the Statistical Package for Social Sciences (SPSS) was used to analyze the data and obtain the results as follows:

- Frequencies and percentages to describe characteristics of the study sample.
- Arithmetical averages and standard deviations to identify responses of the sample members on each of section of questionnaire.
- Cronbach's Alpha coefficient to verify the stability of the questionnaire.
- t-test for independent samples to define the significance of differences between two independent groups.
- Three-way ANOVA analysis to define significance of differences due to independent variables and interactions.

Study results

The results related to question (1): What are the leadership skills of undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan?

Time management:

This question was answered by calculating the averages, standard deviations and acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan related to time management as shown in the following table:

Table 5

Arithmetical averages, standard deviations and acquisition degree of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with Faculty of Educational Sciences at University of Jordan with respect to time management

No.	Paragrap h	Averag e	Deviatio n Standar d	Acquisition Degree	Order
4	Adherence to lectures time	3.21	0.83 9	Medium	1
3	Postponing business he feels not useful	3.20	0.91 1	Medium	2
6	Use time to accomplish important work.	3.18	0.89 6	Medium	3
1	Good time investment.	3.16	1.04 8	Medium	4

5	Wasting of time.	3.12	0.87 5	Medium	5
2	Carrying out works on due time	3.02	1.01 1	Medium	6
	General average	3.15	0.55 4	Medium	

The results showed that the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan related to time management ranged between (3.02- 3.21), with medium grade, while paragraph (4) "Adherence to lectures time" scored the highest arithmetical average by (3.21), while paragraph (2) "Carrying out works on due time" obtained the lowest average with (3.02).

All paragraphs scored (3.15) with medium of acquisition grade. This means that the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan was medium in relevant to time management.

The following staging was used to indicate the average responses of students to the acquisition level as shown in Table 6

Table 6
Average responses of students to the acquisition level

Arithmetical Average	Acquisition Level
<i>4.2 and above</i>	<i>Very High</i>
<i>From 3.4 to less than 4.2</i>	<i>High</i>
<i>From 2.6 to less than 3.4</i>	<i>Medium</i>
<i>From 1.8 to less than 2.6</i>	<i>Weak</i>
<i>Less than 1.8</i>	<i>Very Weak</i>

Human communication:

This question was answered by calculating the arithmetical averages, standard deviations and the order of acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan in connection with human communication. The results were as shown in the following table:

Table 7
Averages, standard deviations and acquisition degree of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with Faculty of Educational Sciences at University of Jordan with respect to human communication

No.	Paragraph	Average	Deviation Standard	Acquisition Degree	Order

12	Listen to others	3.36	0.928	Medium	1
10	Praising others	3.28	0.917	Medium	2
9	Responding to questions	3.23	0.961	Medium	3
7	Ability to attract the attention of others	3.16	1.013	Medium	4
8	Communicate with others in all directions	3.12	0.918	Medium	5
11	Strong relationships with others	3.04	1.005	Medium	6
	General average	3.20	0.486	Medium	

The results showed that the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan related to human communication ranged between (3.04- 3.36), with medium grade, while paragraph (12) "Listen to others" scored the highest arithmetical average by (3.36), while paragraph (11) "Strong relationship with others" obtained the lowest average with (3.04).

All paragraphs scored (3.20) with medium of acquisition grade. This means that the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan was medium in relevant to human communication.

Problem Solving:

This question was answered by calculating the arithmetical averages, standard deviations and the order of acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan in connection with problem solving. The results were as shown in the following table:

Table 8

Averages, standard deviations and acquisition degree of Leadership Skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with Faculty of Educational Sciences at University of Jordan with respect to problem solving

No.	Paragraph	Average	Deviation Standard	Acquisition Degree	Order
18	Contact officials when facing any problem.	3.42	0.831	High	1
15	Take advantage of previous experiences in solving the problem.	3.35	0.870	Medium	2
17	Link between reality and hope to solve the problem	3.33	0.863	Medium	3
14	Be able to collect information about the problem.	3.30	0.879	Medium	4
20	Be able to solve the problem.	3.28	0.847	Medium	5
13	Find different alternatives to solve the problem.	3.27	0.894	Medium	6
16	Creating ways to solve the problem.	3.27	0.765	Medium	7

19	Panic from facing the problem.	3.26	0.924	Medium	8
	General average	3.31	0.485	Medium	

The results showed that the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan related to problem solving ranged between (3.26-3.42), while paragraph (18) "Contact officials when facing any problem" scored the highest arithmetical average by (3.42), while paragraph (19) "Panic from facing the problem" obtained the lowest average with (3.26).

All paragraphs scored (3.31) with medium of acquisition grade. This means that the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan was medium in relevant to problem solving.

Cooperative work

This question was answered by calculating the arithmetical averages, standard deviations and the order of acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan in connection with cooperative work. The results were as shown in Table9.

Table 9

Averages, standard deviations and acquisition degree of Leadership Skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with Faculty of Educational Sciences at University of Jordan with cooperative work

No.	Paragraph	Average	Deviation Standard	Acquisition Degree	Order
23	Distribution of responsibilities to others.	3.34	0.830	Medium	1
25	Participation in university clubs.	3.32	0.826	Medium	2
24	Team work.	3.30	0.860	Medium	3
22	Sharing with others in decision-making.	3.28	0.851	Medium	4
21	Encouraging cooperative work.	3.24	0.843	Medium	5
26	Take care to help others.	3.24	0.860	Medium	6
27	Provide services to others.	3.23	0.866	Medium	7
	General average	3.28	0.389	Medium	

The results showed that the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan related to cooperative work ranged between (3.23-3.34), while

paragraph (23) "Distribution of responsibilities to others" scored the highest arithmetical average by (3.34), while paragraph (27) "Provide services to others" obtained the lowest average with (3.23).

All paragraphs scored (3.28) with medium of acquisition grade. This means that the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan was medium in relevant to cooperative work.

Self-control:

This question was answered by calculating the arithmetical averages, standard deviations and the order of acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan in connection with self-control. The results were as shown in Table 10.

The results showed that the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan related to self-control ranged between (3.17-3.33), while paragraph (31) "Allow others to express their opinions" scored the highest arithmetical average by (3.33), while paragraph (33) "Ability to control behaviors" obtained the lowest average with (3.17).

All paragraphs scored (3.27) with medium of acquisition grade. This means that the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan was medium in relevant to self-control.

Table 10

Averages, standard deviations and acquisition degree of Leadership Skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with Faculty of Educational Sciences at University of Jordan with respect to self-control

No.	Paragrap h	Averag e	Deviation Standar d	Acquisition Degree	Orde r
31	Allow others to express their opinions.	3.33	0.743	Medium	1
29	Having tolerance.	3.31	0.691	Medium	2
30	Strong willing to achieve goals.	3.30	0.717	Medium	3
28	Ability to control anger.	3.27	0.714	Medium	4
32	Pay attention to reaction with others.	3.27	0.778	Medium	5
33	Ability to control behaviors.	3:17	0.811	Medium	6
	General average	3.27	0.331	Medium	

The arithmetical averages, standard deviations and acquisition degree of Leadership Skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan for Leadership, as shown in Table 11.

The results showed that the acquisition degree of all leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan was medium, where time management scored the first order with

arithmetical average of (3.15); human communication (3.20); problem solving (3.31); cooperative work (3.28); and self-control scored the last order by (3.27).

Results related to question (2): Are there any significant differences in the status quo of leadership skills of undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan due to specialization, university year and gender variables?

Table 11

Averages, standard deviations and acquisition degree of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan

Area	Average	Deviation Standard	Acquisition Degree	Order
Time management	3.15	0.554	Medium	1
Human communication	3.20	0.486	Medium	2
Problem Solving	3.31	0.485	Medium	3
Cooperative Work	3.28	0.389	Medium	4
Self-Control	3.27	0.331	Medium	5
Leadership skills as a whole	3:25	0.295	Medium	

All leadership skills scored (3.25) with medium grade. This indicates that the acquisition of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan was medium.

This question was answered by calculating the arithmetical averages, standard deviations and acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan due to specialization, university year, and gender variable as shown in Table 12.

Table 12

Averages, standard deviations and acquisition degree of Leadership Skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan, according to specialization, university year, and gender variables

Area	Specialization	University Year	Gender	Arithmetical Average	Standard Deviation
Time management	Classroom Teacher	First	Male	3.33	0.000
			female	3.27	0.393
		Fourth	Male	3.27	0.384
			female	3.22	0.523
	Child Education	First	Male	3.17	0.236
			female	3.21	0.575
		Fourth	Male	3.61	0.192
			female	2.91	0.603
Human communication	Classroom Teacher	First	Male	3.33	
			female	3.36	0.234
		Fourth	Male	3.23	0.365
			female	3.24	0.501
	Child Education	First	Male	2.92	0.118
			female	3.13	0.594
		Fourth	Male	3.50	0.289
			female	3.12	0.44

					4
Problem Solving	Classroom Teacher	First	Male	3.25	
			female	3.44	0.24 1
		Fourth	Male	3.43	0.59 7
			female	3.34	0.49 0
	Child Education	First	Male	3.00	0.17 7
			female	3.32	0.64 7
		Fourth	Male	3.50	0.25 0
			female	3.21	0.40 1
Cooperative Work	Classroom Teacher	First	Male	3.29	
			female	3.23	0.28 3
		Fourth	Male	3.06	0.07 8
			female	3.28	0.38 7
	Child Education	First	Male	3.36	0.90 9
			female	3.28	0.43 1
		Fourth	Male	3.52	0.21 8
			female	3.29	0.40 2
Self-Control	Classroom Teacher	First	Male	3.50	
			female	3.31	0.35 7
		Fourth	Male	3.30	0.27 4
			female	3.18	0.32 5
	Child Education	First	Male	3.25	0.11 8
			female	3.36	0.28 1
		Fourth	Male	3.39	0.25 5
			female	3.36	0.33 8
			Male	3.33	

Leadership skills as a whole	Classroom Teacher	First	female	3.32	0.154
		Fourth	Male	3.26	0.282
	female		3.26	0.295	
	Child Education	First	Male	3.14	0.236
			female	3.26	0.389
		Fourth	Male	3.51	0.097
			female	3.18	0.288

The results showed that there were clear differences between averages of the acquisition degree of Leadership Skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan, according to specialization, university year, and gender variables. To find out the significance of these differences, 3-WAY ANOVA test was used as shown in Table 13

Table 13

Test results of (3-WAY ANOVA) to find significance of differences between arithmetical averages of acquisition degree of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan, according to specialization, university year, and gender variables

Source	Area	Total squares	Freedom Degrees	Squares average	"P" Value	Significance level
Specialization	Time management	0.017	1	0.017	0.058	0.809
	Human communication	0.086	1	0.086	0.365	0.546
	Problem Solving	0.172	1	0.172	1.126	0.289
	Cooperative work	0.117	1	0.117	0.499	0.480
	Self-control	0.003	1	0.003	0.029	0.864
	Leadership skills as a whole	0.003	1	0.003	0.040	0.842
Year	Time management	0.001	1	0.001	0.002	0.962
	Human communication	0.104	1	0.104	0.443	0.506
	Problem Solving	0.000	1	0.000	0.000	0.996
	Cooperative work	0.058	1	0.058	0.246	0.620
	Self-control	0.017	1	0.017	0.167	0.683
	Leadership skills as a whole	0.010	1	0.010	0.120	0.729
Gender	Time management	0.284	1	0.284	0.968	0.326
	Human communication	0.008	1	0.008	0.033	0.857
	Problem Solving	0.009	1	0.009	0.059	0.808
	Cooperative work	0.010	1	0.010	0.041	0.840
	Self-control	0.024	1	0.024	0.228	0.634
	Leadership skills as a whole	0.020	1	0.020	0.231	0.631
Specialization * Year	Time management	0.032	1	0.032	0.110	0.740
	Human communication	0.045	1	0.045	0.191	0.663
	Problem Solving	0.063	1	0.063	0.412	0.521
	Cooperative work	0.298	1	0.298	1.271	0.260
	Self-control	0.104	1	0.104	1.004	0.317
	Leadership skills as a whole	0.087	1	0.087	1.005	0.317
Specialization * Gender	Time management	0.141	1	0.141	.482	0.488
	Human communication	0.003	1	0.003	0.011	0.916
	Problem Solving	0.106	1	0.106	0.696	0.405
	Cooperative work	0.018	1	0.018	0.078	0.780
	Self-control	0.077	1	0.077	0.739	0.391
	Leadership skills as a whole	0.015	1	0.015	0.178	0.673
	Time management	0.244	1	0.244	0.83	0.362

Year * Gender	Human communication	0.369	1	0.369	4 1.57 5	0.210
	Problem Solving	0.007	1	0.007	0.04 5	0.832
	Cooperative work	0.181	1	0.181	0.77 1	0.380
	Self-control	0.002	1	0.002	0.02 2	0.883
	Leadership skills as a whole	0.093	1	0.093	1.07 7	0.300
Specialization * Year * Gender	Time management	0.275	1	0.275	0.93 9	0.333
	Human communication	0.056	1	0.056	0.23 8	0.626
	Problem Solving	0.086	1	0.086	0.56 3	0.454
	Cooperative work	0.156	1	0.156	0.66 5	0.415
	Self-control	0.021	1	0.021	0.19 9	0.656
Leadership skills as a whole	0.098	1	0.098	1.12 9	0.289	
Error	Time management	89.931	307	0.293		
	Human communication	71.936	307	0.234		
	Problem Solving	46.956	307	0.153		
	Cooperative work	72.050	307	0.235		
	Self-control	31.918	307	0.104		
Leadership skills as a whole	26.613	307	0.087			
Total	Time management	3216.333	315			
	Human communication	3527.219	315			
	Problem Solving	3432.245	315			
	Cooperative work	3296.583	315			
	Self-control	3412.194	315			
Leadership skills as a whole	3348.689	315				

It is clear, as set forth in the table above, that all the values of significance levels according to specialization, university year, and gender variables and their interactions were greater than (0.05) in all areas. This means that there are no statistically significant differences at a level below (0.05) in the acquisition degree of Leadership Skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan attributed to specialization, university year, and gender variables, or interactions among them.

This means that the acquisition degree of Leadership Skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan are similar regardless of their specialization, year of study or gender.

Discussion of the results related to the first question: What are the leadership skills of the undergraduate students enrolled in the Classroom Teacher & Child Education with the Faculty of Educational Sciences at University of Jordan?

Time Management: The arithmetical averages and standard deviations have been calculated with respect to the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan related to time management, which ranged between (3.02- 3.21), with medium grade, while paragraph (4) "Adherence to lectures time" scored the highest arithmetical average by (3.21), while paragraph (2) "Carrying out works on due time" obtained the lowest average with (3.02).

The result of the paragraph that scored the highest arithmetical average is attributed to that the

university students are feeling responsible, strong human ties, and collaborative with faculty members. Adherence to lectures time will increase their ability to master the course, improve their level of study, follow up their studies, and can grow their ambition towards excellence. This finding was agreed with the study of Al Saif & Al-Daoud (2013) in terms of time importance.

As for the paragraph that scored the lowest arithmetical average, the result may be attributed to that the undergraduate students don't realize the importance of time, and its impact on reaching the goal of university education, and knowledge lack of management time and work performance, bad planning of work, and not paying attentions to self-control, practicing after only making a mistake. This conclusion was agreed with the study of Al Saif & Dawood (2013) in relation to respect for laws and regulations.

Human communication: the arithmetical averages and standard deviations have been calculated with respect to the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan in relation to human communication. All paragraphs scored (3.20) with medium of acquisition grade. Paragraph (12) "Listen to others" scored the highest arithmetical average by (3.36), while paragraph (11) "Strong relationship with others" obtained the lowest average with (3.04).

The result is attributed to that the influence of peers is evident among undergraduate students. Human instinct also tends to be heard by others, which strengthens love and emotional proximity with others, increasing interaction and containment, and giving the other a sense of interest.

The paragraph that received the lowest arithmetical average may be attributed to the fact that some undergraduate students tend to focus on the weaknesses rather than the strengths of their colleagues, the lack of using motivation, as well as the relationship between such students are temporary at this stage and ends at the end of the study. This result was agreed with the study of Sheikha & Omar (2009) in terms of the effective role of the school in the development of leadership skills through activities and human communication in them.

Problem solving: The arithmetical averages and standard deviations have been calculated with respect to the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan in relation to problem solving. All paragraphs scored (3.31) with medium of acquisition grade. This means that the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan was medium in relevant to problem solving. The results showed that the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan related to time management ranged between (3.26-3.42), while paragraph (18) "Contact officials when facing any problem" scored the highest arithmetical average by (3.42), while paragraph (19) "Panic from facing the problem" obtained the lowest average with (3.26).

This result is due to the fact that undergraduate students trust in faculty members and benefit from them in solving the problems facing them. At this stage, they need intervention from the faculty members in scientific and practical ways to help them cope with their problems and develop them to have an effective leadership personality with these skills. This result was agreed with the study of Omari & Khasawneh (2008) in the ability to solve problems at the highest arithmetical average.

As for paragraph that received the lowest arithmetical average it is attributed to the fact that the undergraduate students used to face problems without fear as they used thinking skills that help them to solve these problems, as well as using of scientific method in solving problems, along with faculty members who have the experience to resolve problems.

Cooperative work: The arithmetical averages and standard deviations have been calculated with

respect to the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan in relation to cooperative work. The results showed that the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan related to time management ranged between (3.23-3.34), with medium grade, while paragraph (23) "Distribution of responsibilities to others" scored the highest arithmetical average by (3.34), and paragraph (27) "Provide services to others" obtained the lowest average with (3.23).

Undergraduate students realize that cooperation and distribution of responsibilities are necessary to be responsible, able to accomplish the work, and achieve strength and effectiveness. They understand that meetings, effective communication with all and containment of conflict are important.

The paragraph that received the lowest arithmetical average may be due to the different environments of students and that they don't know the psychological needs of each others, especially if these services depend in particular on covering their absence in lectures, encouraging, motivating, or helping to do homework.

Self-control: The arithmetical averages and standard deviations have been calculated with respect to the acquisition level of leadership skills by undergraduate students enrolled in Classroom Teacher & Child Education Program with the Faculty of Educational Sciences at University of Jordan in relation to self-control, which ranged between (3.17-3.33), with medium degree for all, while paragraph (31) "Allow others to express their opinions" scored the highest arithmetical average by (3.33), while paragraph (33) "Ability to control behaviors" obtained the lowest average with (3.17).

Undergraduate students who have been entrusted with a task of teaching or research assistant to faculty members are permitted to express their opinion verbally, in writing or art works, provided they do not breach the law and within limits and restrictions that must not be exceeded.

The paragraph that received the lowest average arithmetic may be attributed to that the undergraduate students tend to anger and couldn't sometimes control their behaviors, and that their study at university had low principles and skills, which increased their openness to society. This result was greed with the study of Omari & Khasawneh (2008) that the skill of self-management scored the lowest arithmetical average.

Discussion of the results related to question (2): Are there any statistically significant differences in the status quo of leadership skills among undergraduate students enrolled in classroom teacher & child education with the Faculty of Educational Sciences at University of Jordan due to specialization, university year, and gender variables?

This question was answered by using multiple variance analysis to determine the significance of differences in the status quo of leadership skills among undergraduate students enrolled in classroom teacher & child education with the Faculty of Educational Sciences at University of Jordan according to interaction between specialization, university year, and gender variable and that there were no differences.

This result is attributed that undergraduate students of different specializations, university year, or gender need these leadership skills and training, highlighting their leadership personality, building and refining an integrated personality in all respects, and teaching them meaningful work through time management so they can achieve the goals, which developed by the university. These skills will help them to accomplish the tasks entrusted to them with strong relationships with others, learn planning skills, and increase their human communication and experience, because they will be future leaders. This result is contrary to Foley study (2005), which showed differences due to gender variable, and also differed with the study of Abu Nimah & Al-Nazer (2011) with respect to that there were differences in favor of females and fourth year students, and also differed with the study of Al-Sa'oub & Al-Rashaida (2013) with respect to that there were differences in favor of males and specialization.

Recommendations

Based on the findings of study, which scored medium degree, the study recommends the following:

- Including educational leadership programs within university requirements at undergraduate level.
- Including field training programs for undergraduate students in classroom teacher and child education programs based on practical simulation of leadership.
- Making studies similar to this study to postgraduate students in other universities.

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