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Exploration of Teachers' Opinions Regarding the Instructional and Extracurricular Activities to Develop Transformational Leadership Qualities in Middle and Secondary School Students in Saudi Arabia

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TEACHERS' APPROACHES TO DEVELOPING TRANSFORMATIONAL
LEADERSHIP QUALITIES IN MIDDLE AND SECONDARY SCHOOL
STUDENTS IN SAUDI ARABIA

by

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Research Focus. The purpose of the current study was to examine the opinions of KSA teachers regarding the appropriate instructional, extra-curricular, and understanding activities that pertain to the development of leadership, social skills, and personal traits of KSA secondary school students. **Research Methods.** This study employed a qualitative, case study research design as an exploratory method of analyzing how transformational leadership principles could be the central organizing principle reorganizing the Kingdom of Saudi Arabia (KSA) public school system by 2030. A purposive sample of 18 active secondary school participants were recruited from a population of teachers in middle and secondary schools in Riyadh, Saudi Arabia. Data was collected by telephone survey and organized, coded, and analyzed using Bass transformational theory (Bass (1998) and Poutiatine's (2009) nine principles of transformational leadership guidelines. **Research Results/Findings**. Findings were two-thirds of leadership qualities in the form of personal traits are taught at home by parents, siblings, friends, and self-teaching; and only one-third of leadership qualities in the form of social skills can be taught in instructional courses in middle and secondary school education assuming current school curriculum guidelines that may be changing. **Conclusions from Research**. These findings potentially imply that if leadership is to be taken seriously as a singular organizing principle of KSA early childhood education, significant structural changes in early education curricula will

likely also have to change potentially along with a realignment of qualified teaching staff. For example, it may be possible to include more personal trait leadership training within the context of instruction training curricula for social skills just as it may be possible to add personal leadership training with the context of other non-leadership classes without having to change curricula, just by slightly modifying course content with the awareness that leadership personal trait leadership training is important to include wherever it can be easily added. What this study has revealed is a school system in transition, not quite transformed yet, but mindful of what may be coming soon and what might need to be changed to more closely fulfill KSA's national objectives. Clearly, although potentially disruptive, changes can be made to both curricula, staffing, recruitment, internalizing extracurricular activities or forming linkages with external organizations that may provide helpful extracurricular activities, and relationships between parent-teacher interactions to integrate more closely leadership training in both the home and the school. Recommendations suggested including social skills and personal trait leadership training beginning in primary school and concentrating most of the training in primary and middle schools because of the greater receptivity of younger students. Other suggestions were retooling instructional courses to include more personal trait leadership opportunities for student learning. Also suggested were integrating more extracurricular leadership experience personal trait and social skills training of students into more school programs such as radio stations, private corporations, community organizations, and institutions.

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Chapter 1: Background to Classic Saudi Arabian Education

Secondary education in the Kingdom of Saudi Arabia (KSA) is administered by the Ministry of Education (MOE), which was established in 1952 and is responsible for providing "free and right education to all students, including students with disabilities" (Alabdulaziz, 2019, p. 3). MOE is responsible for formulation, implementation, effectiveness, and evaluation of secondary and higher education policies; establishment and certification of new schools; maintenance of existing schools; development of subject curricula; teachers' continuing education and professional development; the running of instructional practice programs for future teachers; and provision of adult education literacy programs throughout the country (Alabdulaziz, 2019).

Education in KSA lasts 12 years, and there are four stages of schooling: preprimary (ages 3-5), primary (ages 6-11), intermediary (ages 12-14), and secondary (ages 15-18) (Alsaleh, 2019) (Table 1).

Table 1

Four Stages of Saudi Primary and Secondary Schooling

Stages of Schooling	Ages of Students
Pre-Primary	3-5 y.o.
Primary	6-11 y.o.
Intermediary	12-14 y.o.
Secondary	15-18 y.o.

Source: Alsaleh (2019)

Secondary education policy development is centralized at MOE, and the administration of secondary education policy is done through 42 provincial and regional education bodies, which in effect act as the local offices of the MOE (Almoibed, 2020). In addition to being highly centralized, KSA's secondary education system is very standardized, as "textbooks, budgets,

teachers' training, and student examinations are more or less uniform across the regions and centrally managed by MOE with limited regional autonomy" (Almoibed, 2020, p. 1). KSA allocates more resources to education as a share of total spending than to any other public service, and approximately 37% of the population is enrolled in secondary and tertiary educational institutions (OECD, 2020).

Despite such substantial investment in education, the learning outcomes of Saudi students have remained low and stagnant, Saudi students have consistently underperformed in international standardized tests, and graduates often failed to meet the expectations of employers in both public and private sectors in terms of required skills and basic competencies (Mirghani, 2020). When Saudi Arabia's national development strategy, Vision 2030, was introduced in 2016 (Saudi Arabia, 2016), the drastic transformation of KSA's public education system again became the focus of countrywide economic reforms because education has always been an integral and very important part of KSA's national development agenda.

Vision 2030 was developed with the clearly delineated long-term general economic development policy goals of achieving lower unemployment, higher economic diversification, expansion of the role of the private sector in KSA's economy, and increased proportion of Saudi nationals working in the economy (Saudi Arabia, 2016). What is unusual about Vision 2030 is that, for the first time, the long-term goals of the national economic development policy are directly linked to the transformation of the country's education system. Specifically, Vision 2030 tracks the transformation of KSA's education system using outcome-based performance indicators and employs programs that strengthens links between the education system and the labor market (Almoaibed, 2020). The main program that directly addresses the transformation of KSA's education system is the Human Capital Program, which specifically ties better

educational outcomes to overall improved economic performance on all three geographical levels: national, regional, and local (Ministry of Education, 2019).

When Vision 2030 was announced by Crown Prince Mohammad bin Salman in 2016, its overarching policy purpose was to diversify the national economy away from an overdependence on oil production through the development of industry in local goods and services, healthcare, education, infrastructure, recreation, and tourism (Saudi Arabia, 2016). In 2017, education became the principal means by which KSA could replace oil. Saudi Arabia focused its efforts on education as the primary driver of social and economic development (Saudi Arabia, 2017). Learning was to go beyond classroom and core competencies and include other important skills, such as leadership, teamwork, critical thinking, creativity, and innovation (Saudi Arabia, 2017). Additionally, all of KSA society was to be involved in this new direction (Saudi Arabia, 2017).

Since 2017, several policy changes occurred in KSA's education sector. First, MOE started the process of simplification and partial devolution of KSA's excessively complex education governance system, with an end result of establishing more targeted decision-making mechanisms flexible enough to meet the diverse range of administrative and instructional needs in different schools (Almoaibed, 2020). The second area of change was in curriculum design and structure. Rather than simply editing textbook content, as was done in the past, schools are now required to develop realistic and measurable learning objectives for both students and teachers, with an emphasis on developing higher level critical thinking and leadership skills (Alabdulaziz, 2019). Finally, school administrators and teachers were expected to show more initiative in finding ways to facilitate the transformation of the country's education (Mirghani, 2020). However, these changes have been slow and inconsistent.

More defined specific education objectives of Vision 2030 were presented by Tatweer Educational Technologies Company (TETCO)[1] in a 2018 Sustainable Educational Meeting held at the United Nations in New York (TETCO, 2018). Established in 2016 as the technological division of MOE, TETCO provides e-services with the objective of enhancing KSA's education by using technology and digital transformation in alignment with local and international growth.

In alignment with Vision 2030 strategic objectives, Future Gate, a program that uses information technology to build teaching capacity, new pedagogical methodologies, and an innovative K-12 school reform program to deliver teaching and learning throughout KSA, was formed (Saudi Arabi, 2016; 2017). Teachers, learners, and principal educational stakeholders are the focus of Future Gate, which has five primary objectives:

1. Change the traditional learning experience.

2. Offer an interactive digital learning environment.

3. Utilize the youth adoption of the new technology for constructive educational purposes.

4. Expend learning services inside and outside the school.

5. Empower the student with 21st Century interpersonal skills to enhance their readiness for higher education and the workplace (Al Ohali et al., 2018, p. 10).

These objectives as a whole were understood to be transformational in that Vision 2030 was a plan that was articulated by KSA leadership to prepare students and children for more than traditional core competencies, including leadership, teamwork, creativity, critical thinking, and

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[1] TETCO (Tatweer Educational Technologies Company) was set up by KSA as a public investment fund company with independent capital "to support the educational process with information technology tasks . . . by providing high quality services and solutions to both private and public sectors, to help develop technological and communication services, to elevate the sector in order to keep up with the pace of local and international growth." https://www.tetco.sa/en/default.aspx

innovation, both in and out of the classroom (Saudi Arabia, 2017). In a Riyadh conference

statement, KSA leadership literally used the term transformation to describe the changes that

were envisioned:

> Vision 2030 calls for the cultivation of a new generation that will build a strong
> diversified economy. The transformation will be accomplished only by leveraging a
> broad range of talents, skills, and competences. Achieving this will depend on the success
> of education at all levels from preschool to primary school, high school, undergraduate,
> and post graduate study. All educators and leaders of educational institutions have a
> critical role to play in building the capacities the future will require. Students will be
> major actors in the transformation of the national economy and must share a commitment
> to the goals of the Vision. The education models and methods of the past are no longer
> adequate to prepare nations for a world that is changing at a phenomenal speed and
> witnessing shifts that could not have been imagined even a decade ago. It will be
> necessary to build an education system that prepares graduates with skills and attitudes to
> adapt to change, but perhaps even more importantly, to contribute to change. (Saudi
> Arabia, 2017, p .1):

The Saudi leadership has called for the country's educators at all leadership levels to

meaningfully reform the education sector in line with Vision 2030. According to Bass and

Riggio (2006), transformational leadership is a model of leadership that "causes change in

individuals and in social systems with the end goal of developing followers into leaders" (p. 12).

Transformational leadership enhances the motivation, morale, and performance of followers

through "connecting the follower's sense of identity to the mission and the collective identity of

the organization, cultivation of greater ownership of work, and understanding personal strengths

and weaknesses to optimize performance" (p. 13).

Transformational leadership is determined to be a critical skill for students to learn as a

part of leadership capacity, in addition to the ability to work successfully in teams, the potential

to think creatively to overcome societal and environmental challenges, the ability to solve

problems that occur in the workplace, and the talent to innovate. Students and their teachers are

expected to transform society in this new vision by transforming themselves to think beyond

their classroom, beyond their school, beyond their community, and beyond their country to the skills they will need to successfully function and compete globally in the workplace.

Statement of the Problem

Vision 2030 called for a significant transformational change of KSA education in general, and all Saudi students in kindergarten through 12th grade in particular. These stated changes were important components in deliberate efforts to implement and embed within the context of teaching the substantial changes mandated by the Vision 2030 plan (Saudi Arabia, 2017). However, it is unclear whether teachers and administrators at preschools and K-12 schools recognize what kind of innovative technological and economic development program changes may be called for in the situation they find themselves in at present (Oliver et al., 2011). It is also unclear what leadership qualities students of adolescent age must learn and be taught (Zacharatos et al., 2000), including understanding the meaning of transformational leadership in terms of diversity and change (Seago, 2012). On the surface, the Vision 2030 plan appeared to be calling for multilevel innovative and transformational leadership and change (Alsaleh, 2019; Saudi Arabia, 2017).

According to the literature, the reality about internal and external factors is not clear. Internal factors include characteristics of change, rate of diffusion and adoption, views and attitudes of school staffs; external factors include resources, time, incentives, participation, commitment, and technical support governing implementation. Numerous researchers in the past two decades have posited that these are the factors that determine actual adoption of education reform and, by extension, transformational leadership (Albugami & Ahmed, 2015; Ely, 1990, 1999; Ertmer, 1999; Rogers, 2003). Additionally, literature related to poor performance of educational systems in Arab countries as measured by international rankings has been asserted to

be due to the following factors: inflexible management from the top-down; ignorance of how to manage effective educational reforms; absence of implementation plan procedures; and absence of knowledgeable capacity by those proposing the reforms (Akkary, 2014; Alssalahi, 2014; Alzaidi, 2008; Tayan 2017). Hargreaves and Shirley (2009) said that the autonomy of teachers is basic to educational reform success. However, reform initiatives, such as MOE's TETCO project in which teachers were not given any leadership authority and MOE e-portals, have been tightly controlled by MOE (MOE, 2019). This suggests that public school teachers may have little say in KSA's Vision 2030 plan too (Alyami, 2016; Alzaidi, 2008).

Purpose of the Study

The purpose of this study was to examine the opinions of KSA teachers regarding the appropriate leadership qualities, instructional and extra-curricular activities, and leadership understanding that affect the development of leadership, social skills, and personal traits of KSA secondary school students, qualities of leadership that are embedded in the context of the Vision 2030 strategy for KSA's secondary school students. Instructional activities include group work, applications of knowledge to practical problems, individual presentations, and extracurricular participation in student government, team sports, and debates. Taking the Vision 2030 long-term view, these would be activities that were necessary in order for KSA adolescents to develop into effective future leaders as the country changes and takes its place in the world of commerce, government, science, education, healthcare, and development. These leadership and social skills and personal traits were to be specifically embedded within in-class and out-of-class activities that teachers could utilize to facilitate the development of leadership qualities. A better understanding of leadership itself could provide objective evidence of the content and most appropriate methods of leadership development in secondary schools.

Nature of the Study

I selected a descriptive qualitative case study research design as the exploratory method for studying the development of leadership qualities of Saudi Arabia's secondary school female students in the embedded context of the national Vision 2030 strategy. The qualitative approach allowed for semi-structured, open-ended questioning that enabled teachers to respond with greater probative power and relatively fewer restrictions than quantitative analysis. This approach also provided detailed qualifying responses when the researcher sought unknown perspectives and insights, deeper descriptions, and enhanced detail (Giorgi, 2014; Maxwell, 2013; Moustakas, 1994). The case study approach allowed for studying situations that occurred in a real-world context, when the difference between what the participants were engaged in and the context was unclear. Case studies are also valuable to use when asking *how* or *why* questions (Yin, 2017). Cases are unique, elaborate, empirical, operating events (Stake, 1995) and the teachers participating in the study demonstrated behaviors that warranted educational and social science research.

Specifically, I asked teachers to determine how they identified in-class school instructional activities and extracurricular activities to develop leadership qualities, which was required of students to fulfill the national Vision 2030 strategy. These qualities included both social skills and leadership qualities, such as problem-solving, goal setting, decision-making, teamwork, effective communications, and persuasion and influencing skills. Additionally, these leadership qualities included personal traits such as trust, honesty, respect for others, decisiveness, courage, critical thinking, personal motivation, ability to self-reflect, ability to learn from your own and others' mistakes, ability to empathize, original thinking, time management, and punctuality.

Interviews of 7th to 12th grade teachers also involved asking them how their personal past experiences and knowledge was applied to develop supervised instructional and extracurricular activities that were engaged in by students, both in-school and outside-of-school special events. Instructional activities included but were not limited to individual presentations, group work on the same project, academic projects that required learning by example, academic projects that required further research, learning activities that required applying knowledge across various academic subjects, and development of English competency as a *linqua franca*. Extracurricular activities included but were not limited to workplace visits, participation in religious studies and self-learning, participation in team sports (soccer, volleyball, and other team sports), participation in student organizations (interest clubs, social groups, and other organizations) and student government, debate competitions on academic, philosophical, and social topics that were of interest to students, and participation in social responsibility, charitable, and volunteer activities. Additional activities students were expected to be engaged in that imparted greater understanding of leadership included reading books on great leaders and their leadership styles and strategies, learning the history of leadership, presentations by community and religious leaders, scientists, business people, artists, and academics, and a separate course on leadership development and application of leadership skills. The interpretation of this process enabled the reduction of individual experiences so that the *why* and *how* could be understood (Yin, 2017).

Data collection was by personal telephone interviews that were conducted with each participant. Telephone interviews were digitally recorded so that they could be transcribed into text and then translated into English. Following the production of interview transcripts (Appendix G), a combination of techniques were used to analyze the data. Analysis included the

systematic coding of key ideas (Saldaña, 2016), use of computer software NVivo Version 11 to seek response patterns, and use of constant comparative analysis of all data sources, seeking to identify themes (Glaser, 1978; Stake, 1995).

A sample of public secondary school teachers were surveyed using an interview-based survey. Teachers were likely to be the best choice of persons to respond to this survey for several reasons: they likely had an informed, professional opinion on the topic; they were aware of what was possible within the pedagogical, curricular, and logistical constraints of the highly centralized KSA K-12 and constrained curriculum that has allowed limited teaching autonomy (Algarni & Male, 2014); they likely have spent time assessing their students and their parents' views and capabilities; although parents could be a good study population because they likely have greater knowledge of and flexibility in raising their children than teachers, the process of selecting a suitable sample of parents to survey was a much more challenging proposition than selecting teachers, because there are so many more parents than teachers; parents possessed a greater number of personal biases about their children that could prevent arriving at a survey consensus; parents were less aware of KSA pedagogical, curricular, and logistical constraints than teachers or administrators; and educational administrators, while perhaps more aware of pedagogical, curricular, and logistical constraints, were in limited numbers and not as aware as teachers and parents of the capabilities, potentials, and personal histories of the individual students (Algarni & Male, 2014).

Research Questions

Given the KSA's current Vision 2030 socioeconomic context and the new external institutional environment, I developed the following research questions to explore teachers' opinions on how to develop leadership qualities in their students:

Research Question 1: In the opinion of teachers, what leadership qualities should students have?

Research Question 2: In the opinion of teachers, what instructional and extracurricular activities can be used to foster the understanding, acquisition, and development of leadership qualities in students?

Research Question 3: What effects do the sociodemographic characteristics of teachers have on their opinions regarding students' leadership qualities, instructional and extracurricular activities, and leadership understanding?

Research Question 4: What effects do the sociodemographic characteristics of students have on the opinions of teachers regarding students' leadership qualities, instructional and extracurricular activities, and leadership understanding?

Significance of the Study

This study presents a strategic opportunity and context to link KSA's educational leadership goals directly with the input of public secondary school teachers and other embedded educational influencers who have direct and indirect long-term relationships with KSA's middle and high school students in classrooms and other community settings. Such an approach could have a transformational impact upon the technological and economic development of students in the KSA related to leadership skills in the form of teamwork, critical thinking, creativity, and innovation (Saudi Arabia, 2017; Youtie & Shapira, 2008). This influence could in turn affect millions of citizens in KSA in the long term (Saudi Arabia, 2016; 2017). One of the most important potential outcomes of the study's findings was suggestions about what would be the required instructional competencies for today's teachers in K-12 (Al Hazmi, 2017; Alsaleh, 2019; Alwadai, 2014a, 2014b; Oliver et al., 2011; Ray, 2017; Zacharatos et al., 2000) to lead

young citizens of Saudi Arabia to a better place. This could very well be what the leadership has suggested (Saudi Arabia, 2016, 2017), an economy and a K-12 system that stands on broader, firmer social and economic grounds, diversified from overdependence upon oil revenues.

Theoretical and Conceptual Framework

The theoretical and conceptual framework for the study blends the tenets of transformational leadership theory (TLT) (Bass, 1985a, 1985b) as a focus of KSA reforms under the Vision 2030 strategy, and the Poutiatine's (2009) nine principles of transformational process. TLT was used to conceptualize the dimensions of transformational leadership, personal traits and social skills as leadership qualities and development of leadership qualities in adolescents (Bass, 1990, 1998; Bass & Riggio, 2006). Poutiatine's (2009) nine principles augmented the TLT framework by providing a deeper perspective on the significance, content, and specific approaches to leadership development in school students. Additionally, research was extended to examine the development of personal traits at home and in homeschooling experiences (Litvck-Miller, 1991; Litvck-Miller et al., 1997; Montgomery, 1989; Reynolds & Williams, 1985; Seago, 2012; Taylor, 1986; and Van Pelt et al., 2009). The reason for presenting the conceptual framework for this study here is to acknowledge the realities of the project in which leadership efficacy on a broad conceptual level has been traditionally provided for KSA middle and secondary schools by MOE and could likely continue. On the other hand, there is the practical face-to-face knowledge of the children by Saudi middle and secondary school teachers and parents who until now have never had co-educational classes. Sociodemographic factors could play a role in the collective outcome.

Transformational Leadership Theory

TLT has been used in a variety of situations for the research and applications of leadership theory (Bass & Riggio, 2006). TLT has gone beyond a transactional type of leadership

relationship between employer to employee to a higher level in which transformational leaders inspire and persuade followers, using positive intrinsic motivational force and development that can lead to higher levels of engagement and commitment in followers (Oliver et al., 2011). Transformational leaders can operate more flexibly in everyday situations because TLT encompasses a behavioral leadership approach that can be distinguished from a traditional positional power approach. The transformational leadership concept evolved from an identity conceptualized by Lewin (1947a, b), and Burns (1978) that idealized influence and charisma, inspirational motivation, intellectual stimulation, and individualized consideration. The main reason for utilizing this theoretical framework for the current study was because, in other studies, leaders who have been questioned about significant influential antecedents in the development of their leadership mentioned the roles their parents and teachers played (Bass & Riggio, 2006). Additionally, Avolio and Gibbons (1988) asserted that transformational leadership should be understood from a lifespan development perspective, and that leadership qualities can be learned or taught (Oliver et al., 2011). Avolio and Gibbons found that people with strong transformational leadership skills said that their parents had high standards of achievement, and teachers were very supportive of their leadership efforts. They asserted that, when they were children, their parents had high expectations for them, and gradually assigned them significant amounts of responsibility. Such an approach could be called positive parenting, and it has been linked in many ways to transformational leadership (Popper et al., 2000). Other researchers suggested that transformational leadership was a quality of behavior that could be passed on from parents to children and successfully taught by teachers, based on instructional and extracurricular evidence (Donaldson, 2006; Zaff et al., 2017).

Nine Principles of the Transformational Leadership Process

A number of researchers who have deeply studied transformational leadership have posited that transformational change was a deeper, more sustainable, reorganizing/restructuring type of change than simple change (Burns, 2003a; Poutiatine, 2009). Burns (2003a) suggested that transformational leadership elevated followers to a higher order of morals and values. Bass (1990), on the other hand, regarded leadership more amorally, as a kind of a natural law like gravity. Burns (1978) suggested that transformational leadership was a process where leaders and followers interact, pushing each other to high levels of "morality or motivation" (p. 20). Transformational leadership development acted in a similar way to moral development, in that transformational development occurred in leadership directives as well as in the absence of directives in every day home, school, and church life (Burns, 2003b). Kohlberg (1975) suggested that moral development evolved logically from experience for children, which initiated a thought process as moral dilemmas were presented and worked through. Similar developments occurred through general maturation, mentoring, learning, and contemplating life.

Poutiatine (2009) proposed nine principles of transformational leadership to suggest how teaching methods, instructional activities, and environments supported student leadership development using the transformational leadership model:

1. Transformation is not synonymous with change.

2. Transformation requires assent to change.

3. Transformation always requires second-order change.

4. Transformation always involves all aspects of an individual's or organization's life.

5. Transformational change is irreversible.

6. Transformational change involves a letting go of the myth of control.

7. Transformational change involves some aspect of risk, fear, and loss.

8. Transformational change always involves a broadening scope of worldview.

9. Transformation is always a movement toward a greater integrity of identity – a movement toward wholeness. (p. 190)

Combining the tenets of TLT with Poutiatine's (2009) nine principles of transformational process into a single theoretical framework for the study allowed me to better specify social skills and personal traits as leadership qualities that can be developed using instructional and extracurricular activities in secondary school students in Saudi Arabia.

Absent specific absolute direction given by the MOE and middle and secondary school administrators that has previously not been involved in curriculum development and that may be provided sometime in the future, teachers were the only official secondary school authorities to provide leadership educational opportunities to students. This is why student leadership must be measured by teacher's opinions. They know the students best, they know their families, and they observe their behavior more than almost anyone throughout the year, so they probably could make the best assessment of their student's development and leadership capabilities.

Summary

The Crown Prince Mohammad bin Salman gave the secondary school system in KSA a transformational mandate in 2016 to reform its operations in what is known as Vision 2030. Underlying this vision was the goal of diversifying the nation away from its dependence upon oil revenues. Education was envisioned as the principal activity to replace oil as KSA's key to prosperity, by applying knowledge as the principal driver of social and economic development. Learning at all levels, beginning in preschool, was envisioned to go beyond traditional education models and core competencies of reading, writing and mathematics to include other important

skills such as leadership, teamwork, critical thinking, creativity, and innovation (Saudi Arabia, 2017). This focus was expected to produce a more diversified and entrepreneurial workforce capable of competing person-to-person on the world stage with the best of workforces, with all citizens of the KSA participating.

As a practical matter, in 2016, the entire public education system in KSA was centrally organized under a traditional top-down management system of KSA MOE. MOE was seen by independent researchers over the years as an organization with poorly performing students in a system without knowledge or capacity about how to manage effective educational reform. Not surprisingly, progress has been slow since the Crown Prince's Vision 2030 plan was announced in 2016. An educational consulting company (TETCO, 2018) was hired to prepare an implementation plan (Future Gate) without any apparent participation of the actual school teachers who ultimately have to create a practical implementation plan for school children in KSA middle and high schools.

In contrast, the purpose of this qualitative study was to ask a cross-section of 18 existing KSA teachers what were appropriate instructional, extra-curricular, and leadership understanding activities that would develop transformational leadership, social skills, and personal traits in KSA school students. It was posited that these teachers, who knew their KSA students and their families intimately, could offer an enlighted view of what might be possible and desirable for these students. Accordingly, four research questions were prepared to explore these teachers' opinions about what transformational leadership qualities were appropriate, what instructional and extracurricular activities should be offered, and what demographic characteristics of students and teachers mattered. These teachers' ideas were intended to be compared directly with transformational leadership styles, theories, and conceptual frameworks developed from past

empirical studies at the end of the study. This could be significant as Vision 2030 is just 6 years away now, so the KSA public school system, which is still centrally administered, will be expected to organize and administer the public school system in a revolutionary new way around transformational leadership.

Chapter 2: Literature Review

The purpose of this study was to examine teachers' opinions regarding the instructional and extracurricular activities that could be performed at schools to develop transformational leadership qualities in Saudi Arabia's secondary school students in the context of the national Vision 2030 strategy. The study drew on the cumulative transformational leadership studies of Burns (1978, 2003a, 2003b), Bass (1985a, 1985b, 1990), Bass and Avolio (1993), Bass and Riggio (2006), Avolio et al. (1991), Zacharatos et al. (2000), Poutiatine (2009), and others. These works align more closely than other leadership frameworks[2] with the KSA Vision 2030 proposed by Saudi Arabian Crown Prince Mohammad bin Salman in 2016 and would be logical for KSA middle and secondary school teachers to be familiar with in their professional circles. Additionally, these teachers were aware of both KSA Vision 2030 and how these conceptual frameworks could have played out in the classroom in terms of curriculum and coursework development of student leadership, personal traits and social skills.

Although the above researchers established the foundational elements of transformational leadership used in this study, this study was, in turn, inspired in part by Zacharatos et al. (2000), who developed and tested a model "in which adolescents who observed transformational leadership behaviors would themselves display these behaviors" (p. 211). Zacharatos et al.'s findings were, in turn, validated by Oliver et al. (2011), who found a "significant relation between family functioning and transformational leadership . . . that support the relation of family environment in childhood to transformational leadership in adulthood" (p. 535). Zacharatos et al. also found that adolescents "who used transformational leadership behaviors in a team context (as rated by themselves, their peers, and coach) would be rated as more effective,

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[2] Other well-known leadership styles include authoritative or autocratic, delegative, laissez-faire, servant, and transactional.

satisfying, and inspiring leaders by their peers and coaches" (p. 211). Avolio et al. (1991)

asserted that transformational leadership, as projected by transformational leaders, included four

elements: idealized influence (building trust by being fair and doing the right thing, not the short-

term thing), inspirational motivation (emphasizing the vision to followers), intellectual

stimulation (expanding perspectives of followers), and individualized consideration (of

follower's capacities and interests). Bass and Avolio (1993) posited that transformational leaders

"integrate creative insight, persistence and energy, intuition and sensitivity to the needs of others

to 'forge the strategy-culture alloy' for their organizations" (p. 112), and went on to say that

skill-sets of transformational leaders included visionary "tactical and strategic thinking" (p. 112)

that foresaw an organization's future as well as cultural constructs that enabled their visions to be

followed through by others. Bass & Avolio (1993) went on to clarify:

> They foster a culture of creative change and growth rather than one which maintains the
> status quo. They take personal responsibility for the development of their followers. Their
> followers operate under the assumptions that all organizational members should be
> developed to their full potential. (p.113)

It would appear that this kind of leadership best captures the spirit of KSA's national Vision

2030 strategy, in which learning was seen to go beyond the classroom and core competencies to

include other important skills such as leadership, teamwork, critical thinking, creativity, and

innovation (Saudi Arabia, 2017).

Transformational leadership was distinguished by Bass and Avolio (1993) from

transactional leadership culture that did not rely on personal traits and social skills:

> A "pure" transactional culture focuses on everything in terms of explicit and implicit
> contractual relationships. All job assignments are explicitly spelled out along with
> conditions of employment, disciplinary codes and benefit structures. Stories, rites, jargon,
> values, assumptions, reinforcement systems in the transactional organizational culture
> depend on setting a price for everything. Everyone has a price required for his/her
> motivation to work . . . Commitments are short-term. Self-interests are stressed. (p.116)

Transformational leaders, on the other hand, modeled or behaved in a way that attracted followers when they did what was right instead of what was expedient in such a way that idealized influence materialized (Oliver et al., 2011). Ross & Offerman (1997) found that transformational leaders were in possession of a personality pattern distinguished by greater levels of pragmatic behavior and nurturing, and minimal levels of aggression and criticism. Studies also found that transformational leaders inspired their follower's vision of the goal that they were moving towards by giving meaning to the goal, thus raising expectations of what could be accomplished. In doing so, they were energizing, inspiring, and motivating them to strive to complete the team's goals (Oliver et al., 2011; Zacharatos et al., 2000). Intellectual stimulation was used, in turn, by transformational leaders when they stimulated and encouraged their followers to take a fresh perspective of old problems, catalyzing creative receptors, thinking, and innovations by questioning assumptions and approaching situations in new ways (Oliver et al., 2011; Zacharatos et al., 2000). Finally, transformational leaders acting as mentors or coaches provided individualized attention to followers, taking into account their abilities and requirements (Bass & Avolio, 1993; Bass & Riggio, 2006), and spurring their growth and development (Bass, 1985a, 1985b, 1990; Oliver et al., 2011; Zacharatos et al., 2000).

Beginning with Bass (1985a), transformational leaders distinguished themselves from transactional leaders in that they did not work with their organizational cultures and norms, but instead restructured cultural values with novel visions, assumptions, and norms. Culture was the context in which their dynamic vision unfolded. Transformational leadership laid out strategic thought about where the organization was headed and tactical thinking detailed optional characteristics and performances of getting there and beyond (Bass, 1985b). Bass (1990) asserted that transformational leaders widened and heightened the vision and interests of those they led

when they brought an awareness and agreement about the purposes and goals of the group they were members of, and when they motivated their charges to view beyond the horizons of their own self-interest for the sake of the group. They succeeded at this in several ways: they may inspire them with their charisma, they may fulfill their emotional needs, or they may intellectually stimulate them.

Developing charisma in the minds of a group of subordinates was key to succeeding as a transformational leader. Charismatic leaders can have great persuasive authority and sway. Subordinates or peers want to be responsive to them, and have great trust and confidence in them. Charismatic leaders inspire pride and impassion commitment in their peers with the notion that they can achieve great things with special effort. Transformative leaders are individually sensitive and considerate, and can mentor those who require help. Intellectual stimulation was also a strength in imagining and showing new ways of solving existing problems. Charismatic leaders vary greatly in their personal styles. Transformational leadership can be learned through observation of people who are transformational leaders and/or mentors. It was both an art and a science (Bass, 1990).

Personality Traits and Social Skills of Transformational Leaders

In considering the development of leadership programs in the 21st century, Rost (1991, 1993) asserted that in the new millennium leadership should not only focus on the leader but on who is being led, as leadership is increasingly being understood as a collaborative process. This notion, according to Ingleton (2013), who carried out a macro-analysis of the literature, has had considerable support in the empirical literature (Dugan & Kornives, 2010; Eich, 2008; Haber 2011). Transformational leadership is one of the few contemporary leadership conceptualizations that has theoretical grounding, based upon the extended work of Burns (1978). Burns appeared to

be one of the first to describe what was then the new paradigm of leadership theory when he asserted that transformational leadership was the antithesis of one-person authoritarian, autocratic, control based, leadership. On the contrary, it is "relational, collective and purposeful" (p. 19). Transformational leadership is a mutually respectful interaction between leaders and followers based upon mutual beneficial influence between both (Burns, 1978; Rost, 1993). The transformational perspective is that "the function of leadership is to engage followers, not merely to activate them, to commingle needs and aspirations and goals in a common enterprise and in the process make better citizens of both leaders and followers" (Burns, 1978, p. 461). Northouse (2004) expanded upon this by saying, "transformational leadership is a process that changes and transforms individuals. It is concerned with emotions, values, ethics, standards, and long-term goals, and includes assessing followers' motives, satisfying their needs, and treating them as full human beings" (p. 169). Tichy and DeVanna (1986) asserted that transformational leaders practice numerous personal traits and social skills that can be taught. Tichy and DeVanna suggested the following: acting as change agents; demonstrating courageous behavior; communicating respectful belief and empathy in the people they work with; value-driven motivation; continuous self-reflection and life-long learning; facility with problem solving by engaging in complexity, ambiguity, and uncertainty in learning from mistakes; and exerting novel, boundary expanding visionary thinking. Other transformational leadership social skills included the ability to stimulate interest among followers through effective communication, persuasion, and influencing skills; creation and inspiration of a shared vision through goal setting; persuading followers to expand their potential through personal motivation; and inspiring followers to look beyond their own self-interests. Bolmand and Deal (2008) elaborated about the necessity of transformational leadership to demonstrate concern for followers, positing that

"taking time to hear people's ideas, and concerns and to make sure that all involved have the talent, confidence, and expertise necessary to carry out their new responsibilities is a requisite for successful innovation" (p. 382). Transformational leaders are confident enough to lead through empowering the sharing of the decision making in a demonstration of appreciation of the skills of others.

A critical personal characteristic of transformational leaders is character, a key factor in bringing about positive change. Petrick and Quinn (1997) asserted that character is the "pattern of intentions, inclinations, and virtues that provide the ethical and moral foundation for behavior" (p. 51). The characteristics of a transformational leader's character, such as honesty and integrity, revealed underlying principles, values, and beliefs. The transformational leader's capacity to acknowledge values, and clarify, describe, and share ethical and moral premises around which leadership is based is instrumental to the success of leadership.

It appears that there are two distinctly different types of transformational leadership character substyles or subcategories consistent with the overall thematic description of transformational leadership from a learning perspective: personal traits or personality traits that coalesce around character and are formed beginning in early childhood in the presence of family or extended family parenting and sibling interactions; and social skills that are practical skills of communication with peers and classmates that are learned as a part of early primary school socialization and acculturalization and become more refined with further schooling in middle school and high school.

The first leadership character subcategory, personal traits, has elements of the five-factor theory of personality determined by genetic biological sources, traits, characteristic adaptations, behavior, and culture (Deery, 2009; McCrae 2004; Meehl 1986). More recently, Vygotsky

(1983) suggested that there was another school of thought based upon the personality development of children's writings, that personality traits are a fundamental function of social communication practices that start when parents and their children first begin communicating intensively, or the child's friends and relatives communicate with one another, about cultural practices long before the child enrolls in school (Leontiev, et al., 2017).

While what could be listed here for either or both categories of leadership are not perfect in the sense that some traits may be skills, or inversely some skills may be personal traits, they may provide an interesting approximation of which category of traits or skills may be considered teachable and which are not. That established, the following could be thought of as personal traits or personality traits that are difficult to teach in the classroom because they depend upon students spending a lengthy time learning values in family life at home with close relatives and siblings (Bass & Rigio, 2006; Deery, 2009; Leontiev, et al., 2017; McCrae, 2004; Meehl, 1986; Petrick & Quinn, 1997; Vygotsky, 1983), including an ability to empathize (Davis, 1980, 1985), ability to learn from one's own and others' mistakes (Brasof, 2014), ability to self-reflect (Brown, 2010; Taylor, 1986), confidence/decisiveness (Avolio et al., 1991; Seago, 2012), courage (Tichy & Devanna, 1986), critical thinking (Bass & Riggio, 2006), honesty (Petrick & Quinn, 1997; Kingston & Medlin, 2006), original thinking (Bass & Avolio, 1993), personal motivation (Bandura, 1977, Spitzberg, 1987; Van Pelt et al., 2009), respect for others (Bass & Steidlmeier, 1999; Bolman & Deal, 2008), and time management and punctuality (Bass & Rigio, 2006).

On the other hand, the following could be social skills that require being around peers and groups of peers and mentors in early education (Bolmand & Deal, 2008; Burns, 1978; Dugan & Kornives, 2010; Eich, 2008; Haber 2011; Poutiatine, 2009; Rost,1991, 1993; Tichy &

DeVanna, 1986), including decision making (Bass & Avolio, 1993), effective communications (Leontiev et al, 2017; Vygotsky,1983), goal setting, persuasion and influencing skills (McDowell, 2004), problem solving (Bass, 1960), and teamwork (Bolmand & Deal, 2008).

Nine Principles of the Transformational Process for Transformational Leadership

Poutiatine (2009) distilled nine principles from past studies that focused on transformational leadership development in school students. He derived his first principle – transformation is not synonymous with change – by making a distinction between transformation and change. Specifically, Poutiatine (2009) explained that if a student wants to elevate a grade in school in a particular subject, she or he may do so by changing study habits, which is a positive step. However, if a student with little or no initial knowledge of a subject decides to initiate a study of something, and in setting this up decides to recruit other students to join the effort, travel to enrich the study, and organize an association to supplement and further the study, this would be considered transformational. This principle is consistent with the findings of Fields-Smith and Williams (2009) on students' learning habits.

Illustrating the second principle – that transformation requires assent to change – Poutiatine (2009) explained that only deliberate change in learning environments by the student would constitute transformational change. In an article about home schooling, Seago (2012) asserted that the very act of parents deciding upon home schooling by disenrolling their children from a public school system and setting up a home schooling environment verifies Poutiatine's (2009) assent principle of transformational change. Reynolds and Williams (1985) provided a case study on the extent to which the entire family's normal operations were completely disrupted by change as they began home schooling their children. This has been found to be a significant anomaly. Van Pelt et al. (2009) said that when graduates of home schooling get

married and establish their own homes, 70% of them set up home schooling for their own children because they were motivated to do so by the value they received from their parents providing them the opportunity.

Poutiatine's (2009) third principle – that transformation always requires second order change – implies doing something very different over and above what has been done before, and demands a student have certain personal qualities and social skills associated with transformational leadership. Among these personal qualities are empathy, as measured by the Interpersonal Reactivity Index (Davis, 1980, 1985), altruism (as measured by the altruism measure of Litvack-Miller, 1991 and Litvck-Miller et al., 1997) and moral reasoning social skills that are typically learned at home during home schooling (Kingston & Medlin, 2006) as measured by Kohlberg's (1969) stages of moral reasoning, based in part on Carroll's (1974) measure devised by researchers. Bass (1960) asserted that children who became future leaders typically came from homes where real life second-order interactive problem-solving opportunities arose, and they were coached by their parents as mature valued partners to resolve them.

Poutiatine's (2009) fourth principle posits that transformation always involves all aspects of an individual's or organization's life. Poutiatine derived this principle from the findings of past studies, that transformation of a student who lacked leadership qualities to their development and maturation is associated with a gradual but steady positive change in a student's academic performance and social skills, and a better understanding of what it means and takes to lead peers (Meighan, 2009; Montgomery, 1989).

Poutiatine's (2009) fifth principle asserted that transformational change was irreversible. Poutiatine explained that once on the course of leadership development, the dynamics of the

transformative change inevitably led to higher socialization, without dependence on peers, in problem-solving, teamwork, and persuasion, drawing on the findings of McDowell (2004) that home schooling became an irreversible positive enrichening experience for many. Van Pelt et al. (2009) asserted that home schooling taught graduates to be self-motivated and self-disciplined. Cunliffe & Erickson (2011) noted the extent to which relational and transformational leadership theories predicted the level of impact a transformational leader can have on students because the extended time and emotional impact can influence their students.

According to Poutiatine's (2009) sixth principle, transformational change involves letting go of control. This principle is consistent with the findings of Kunzman (2009) about the limited utility of state-mandated regulation of leadership development and Rudner (1999) finding that regulations such as submitting notices of achievement scores were ineffective. The Kunzman case study was a qualitative study about the approach and scholastic outcome of six parent-directed home school families whose children were in what the author believed were some of the best educational contexts he ever witnessed, particularly compared with the educational qualities that public schools have lost or never had for reasons of economies of scale. Home schooled families had the benefits of intimate learning environments, a curriculum based upon community sensitive local issues, and collegial and friendly relationships with community members. The approach was flexible and sensitive to examples from real life in the context these students lived. Public schools have lost many of these virtues due to uncontrolled population expansion, bussing, forced attention to the equal distribution of resources, and course offerings limited to population average educational and capacity constraints. The Rudner project was a huge study of 20,760 K-12 home school students in 11,930 families. The students were administered either the Iowa Tests of Basic Skills or the Tests of Achievement and Proficiency appropriate to their

current grade. Parents also took a demographic survey. Achievement test scores were unexpectedly high, with the median scores between the 70th and 80th percentile. One quarter of these home-schooled students were being educated one or more grades above their age-level public and private school peers. The parents had more formal education than parents in the general population and the median income of these families was substantially higher than all parents with children in all of the United States. Nearly all families had intact, two married parent families. In 1998, there were between 700,000 and 1.2 million students enrolled in home schools in the United States. Home schools in 1998 typically had one parent teacher to 1 student, whereas public schools one teacher to 25-30 students (Rudner, 1999). Home school parents were heavily involved in their children's learning, whereas public school teachers were much less involved.

Poutiatine's (2009) seventh principle states that transformational change involves some aspect of risk, fear, and loss. Research on leadership development in school students has found that facing risk and overcoming personal fears were associated with improvements in such leadership qualities as decisiveness, courage, ability to self-reflect, and, most importantly, ability to learn from their own and others' mistakes (Brasof, 2014; Brown, 2010; Seago, 2012). In a qualitative study of high school governance in the northeastern United States, Brasof (2014) found that the school successfully included students in policy making roles with faculty, including review and analysis of real school problems and implementation of real solutions. This was a variant of transformational leadership shared across the entire school. The school's governance system put in place in 2006 was modeled after the US Constitution and included executive, legislative, and judicial branches populated by students and faculty. A similar study by Brown (2010) was found to promote youth-adult partnerships, advance leadership skills,

study agency, enhanced relationships, and student engagement in daily administration of the school. Seago (2012) found home schooling environments function as an ideal leadership-learning context as students observe their parents achieving real long-term objectives while progressing through daily functions. Relative to Poutiatine's seventh principle, home schooling parents frequently expressed genuine fear in interacting with local school authorities when they asked for testing or assistance in educating their children. Parents did not want to be seen as "scapegoats" if they were not successful in educating their children (Beck, 2008).

Poutiatine's (2009) eighth principle states that transformational change always involves a broadening scope of worldview. Bruner (1990) suggested that the highly structured environment of most public schools was costly, requiring substantial effort and cost to acquire, as compared to what a less constrained education could deliver more naturally. Additionally, educational theorists have found that seeking greater freedom of thought in education could only be found in the unstructured environment of home schooling (Gutek, 2005). Parents who are open to home schooling because of their differing values and beliefs from mainstream society and as an alternative to mainstream education have also become more open to alternative world views. This, in addition to significant criticism of public schooling, has led to a search for alternative perspectives (Nemer, 2002). Gradually, home-schooling parents found high value in teaching their children alternate values, religious beliefs, and character traits (Kingston & Medlin, 2006). Thus, for all these reasons, home schooling educators supported leadership potential via a broadening of world view (Montgomery, 1989; Spitzberg & Hurt 1987).

Finally, Poutiatine's (2009) last and ninth principle posited that transformation is always a movement toward wholeness. Researchers have found that various in-class and out-of-class instructional and extracurricular activities that were focused on leadership development in school

students were associated with students becoming life-long learners (Demille & Demille, 2008) while pursuing self-efficacy and independence (Bandura, 1977). In essence, although many Christians in the United States pursue home schooling, the reality is that home schooling frees the minds of all who engage in it, both students and their parents (Seago, 2012). Many parents have been motivated to seek home schooling for their children to allow them more time to pursue their individual interests. Then, in a fortuitous twist, parents learned that teaching their children motivated the parents to become life-long learners (Demille & Demille, 2008).

As parents permitted more freedom in home schooling education, children moved towards creating their own identity and self-expression (Seago, 2012). Families discovered that home schooling tightened family relationships and enabled more creativity and flexibility in running their daily lives (Cappello et al., 1995). Increasing self-expression in students enabled the creation of transformational leadership of self and others (Seago, 2012). When one home-schooler had to return to public school, they encountered difficulties in having to work with other people's standards in work and study habits (Meigham, 2009). Van Pelt et al. (2009) said that home schoolers stated that the best aspects of being home schooled were the plentiful and productive relationships encountered and the individualization of programs and pace. Families and students described home schooling as presenting an incomparable schooling, education, and lifestyle, in comparison to traditional schooling.

Summary

Transformational leadership style, as envisioned and described in the academic literature by well-known leadership scholars, formed the conceptual framework of this study. These were classic works by Burns (1978, 2003a, 2003b), Bass (1985a, 1985b, 1990), Bass & Avolio (1993), Bass & Riggio (2006), Avolio et al. (1991), Zacharatos et al. (2000), Poutiatine (2009) and

others. These works aligned closer than other leadership frameworks with KSA's Vision 2030 proposed by Saudi Arabian Crown Prince Mohammad bin Salman in 2016 and would be logical for KSA middle school and secondary school teachers to be familiar with in their professional circles. Additionally, these teachers would likely be aware of both KSA Vision 2030 and how these conceptual frameworks would have played out in the classroom in terms of curriculum and coursework development of student leadership, personal traits, and social skills. The transformational leadership style also appeared to be more enlightened and closely aligned than any other leadership style to current generational values and preferences, in so far as leadership is seen as a joint communal effort between leaders and followers.

Chapter 3 Research Methodology

The purpose of the current study was to examine the opinions of public KSA teachers regarding social skills and personal traits as leadership qualities, and the instructional, extracurricular, and leadership training activities that pertain to the development of leadership, social skills, and personal traits of KSA secondary school students. Development of these skills and traits through instructional, extracurricular, and leadership understanding activities were to ensure development of transformational leadership qualities in Saudi Arabia's secondary school students in the embedded context of the national Vision 2030 strategy.

KSA teachers' opinions about middle and secondary school leadership training have not been previously investigated. Research in this area is still emerging but is primarily focused on instructional and extracurricular activities implemented in the context of K-12 education in the United States, and to some extent in schools in other developed countries. The results of the literature review suggested that no previous study investigated the issue in the specific context of secondary education in Saudi Arabia, and in the environment of rapid institutional changes mandated top-down from a central government. Clearly, given the urgency of educational policy changes outlined in Vision 2030, this is an area that requires further empirical exploration. A better understanding of the issue filled in the gap in knowledge and informed instructional practice and educational policy making.

Research Methodology and Design

Descriptive qualitative case study research design was selected as the exploratory method for studying the development of leadership qualities of Saudi Arabia's secondary school students in the embedded context of the national Vision 2030 strategy. The qualitative approach allowed for semi-structured, open-ended questioning that enabled researchers to delve into issues with

greater probative power and relatively fewer restrictions than required by other approaches. This approach also provided detailed qualifying responses when the researcher sought unknown perspectives and insights, deeper descriptions, and enhanced detail (Giorgi, 2014; Moustakas, 1994; Yin, 2017).

In broad terms, case study qualitative research was based on the principle that nothing can be understood that does not derive first from an interaction with a person in a genuine, specific physical context (Yin 2017). The primary purpose of this research design was to obtain insights about leadership development of secondary school students through half-hour interviews with trained and highly experienced secondary school teachers who have been directly involved in teaching secondary school students in a variety of contexts. Specifically, interview questions queried how secondary school students should be taught leadership social skills and personal traits that fulfilled the KSA 2030 strategic plan using leadership instructional, extracurricular, and understanding activities. The interpretation of this process enabled the reduction of individual insights so their very nature could be grasped (van Manen, 2014).

Quantitative research design was not chosen for this study because the structured, close-ended questioning approach inherent to quantitative research would not provide KSA secondary school teachers with sufficient discretion, flexibility, and freedom to disclose information about personal lived experiences and insights in their own words and manner. The restrictive nature of quantitative research design partially derives from its use of quantitative statistical techniques that impose criteria to meet the objective of obtaining generalizable results. Additionally, there was also a practical matter of limiting in-depth questioning and interactive follow-up questioning due to the large samples required in quantitative research to overcome the probabilities of error inherent in small samples.

Qualitative research design, on the other hand, was not bound by the same objectives, criteria, statistical methodologies, and requirements for large numbers to the same degree as quantitative design (Maxwell, 2013). Qualitative design not only enabled open-ended semi-structured questioning that was conceptually the opposite of close-ended structured questioning, but also the more open and exploratory delineation and analysis of context. A concern about the KSA context was directly applicable in this case, as the KSA strategic plan imposed a set of objectives specific to the future of KSA and the activities of its subjects. Additionally, qualitative design did not require or allow for the generalization of results, nor the application of quantitative statistical analysis (Corbin & Strauss, 2014).

Within the qualitative research design approach, two options were available to address the research questions in this study: the case study approach and the phenomenology approach. I considered the qualitative case study approach that fit research and asks *how* and *why* questions in contemporary contexts when contexts cannot be manipulated (Yin, 2017). I also considered the phenomenology approach, which considered the subjective meaning of experiences to the persons who have had the experience and are able to describe the essence of the events comprehensively (Moustakas, 1994; van Manen, 2014). I chose the case study approach because I believed it was a closer fit with my research questions. The middle school and secondary school student teaching experience varied widely over the course of an educator's career in the circumstances associated with various students, educational objectives, and pedagogical instructional procedures.

Descriptive qualitative case study research design was selected as the exploratory method of studying the educational experiences of KSA secondary school teachers at developing student leadership skills. The qualitative approach allowed for semi-structured, open-ended questioning

that enabled me to respond to participant answers with greater probative power and relatively fewer restrictions than quantitative analysis. This approach also provided detailed qualifying responses when I sought unknown perspectives and insights, deeper descriptions, and enhanced detail (Giorgi, 2014; Maxwell, 2013; Moustakas, 1994). The case study approach allowed for direct examination of the contextual experiences of KSA secondary school teachers. In addition, the approach also enabled interpretation of what was academic procedure and what was context (Yin, 2017). Altogether, the principal intent of this research design was to obtain insights through interviews with trained and experienced KSA school teachers directly involved in student leadership development about situations they were knowledgeable about and personally understood through experience. The coding scheme is listed in Appendix D. It has been organized to capture what was believed to be close to the universe of leadership experiences found in the literature review.

Population and Sample

Population

This study was about exploring the experiences of trained KSA secondary school teachers in student leadership development in the KSA. It has been estimated that there are well over 110,000 secondary school teachers teaching in the public school system in the KSA (KSA Ministry of Economics and Planning, 2008).

Sample and Sampling Procedures

A purposive sample of 18 active secondary school participants was recruited. By comparison, to establish a minimal sample size for qualitative studies, a sample size of at least 10 has been shown to produce credible, meaningful interviews from those who have experienced the study circumstances (Boddy, 2016) as long as the responses produce a saturation point defined as

that point where duplication of responses becomes a pattern. Saturation to the point of diminishing returns, especially in studies with limited objectives that do not span too many disciplines, has been the key criteria in determining sample size (Fusch & Ness, 2015).

Recruitment Steps

After I requested and received permission from the Institutional Review Board (IRB) at UIW IRB in the United States (Appendix A), I then visited and spoke personally with KSA MOE staff in Riyad, Saudi Arabia, requesting permission to conduct this study. I explained the purpose of the study to be conducted in one KSA public middle school and two secondary public high schools in Riyadh, and provided copies of the interview protocol and questions (Appendix C), the recruitment flyer explaining the project to be distributed at the schools (Appendix E), and the informed consent forms explaining the project and the screening criteria to the prospective teacher participants (Appendix F). Upon completing the explanation, I again asked for and was given verbal and written approval to conduct the study (Appendix B). Upon being asked at which schools I wished to conduct the study, I the selected one middle school and two secondary schools conveniently located near my home in Riyad, Saudi Arabia. The MOE staff then contacted the schools and received permission from the schools to contact, schedule appointments, and visit them to meet, present, explain, and answer questions about the information I presented to the MOE.

I then telephoned and scheduled appointments with the principals of one middle school and two secondary schools in Riyadh, Saudi Arabia, again explaining the purpose of the project and that I had received verbal and written approval from MOE. I then emailed all the explanatory material described in Appendices A, B, C, E, and F. When I arrived at the appointments, I presented, explained, and answered questions about all the materials, then requested that they

distribute the recruitment flyer I prepared to potential participants. Arrangements were made so that when prospective participants inquired, the school office would distribute the interview protocol and questions (Appendix C), the recruitment flyer (Appendix D) and the informed consent forms with screening criteria and my contact information (Appendix E). All recruitment was conducted in strict accordance with established KSA regulations and guidelines for conducting educational studies. Teachers who responded to the flyer by expressing an interest in participating in the study to school principals were invited to email me, indicating their interest and furnishing their contact information. I then contacted prospective participants, screened them, and set up interview appointments with those who fulfilled the inclusion and exclusion criteria. Of the approximately 40 recruitment prospects initially called, 21 were preselected. Of the 21 interviews that were held, 18 were finally selected to be analyzed, 10 participants from the middle school and 8 participants from the secondary schools.

Inclusionary and Exclusionary Criteria

Inclusionary criteria for teachers included being currently employed secondary school female teachers who were required to have information about teaching credentials, professional development, and instructional experience (Allmnakrah & Evers, 2020). Credentials that were required included at least a bachelor's degree from an accredited KSA university or School of Education. Professional development was required, to include at least 10 months of training, including classroom experience in education. Instructional experience was required, to include 3 years of experience at current school, subject specialization, and student leadership experience. Student leadership teaching experience was required, to include development in each of the

following categories: student personal traits, instructional activities, and extracurricular activities.[3]

Exclusionary criteria included those who were medically unable to participate, those who did not have access to a computer, and those who had issues or objections to this study.

Research Site

The site of the research study was Riyadh, Saudi Arabia. Participants were physically located in Riyadh, Saudi Arabia, and were interviewed by telephone by the researcher on mutually acceptable dates and times. A total of 21 initial interviews were conducted of between 45 and 75 minutes. When expressing an interest in participating, each prospective participant tacitly agreed to participate in the study by personally agreeing, as well as having been shown written approval to participate by their secondary or middle school principal and the Saudi Arabian MOE.

Materials/Instrumentation

Semi-structured, open-ended interviews were conducted using an interview guide protocol (Appendix C) consisting of four original, open-ended questions, to allow more probative value for research purposes while offering the participants minimal restrictions in responding. Unlike structured quantitative studies that required validation to enable greater

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[3] **Student personal traits included:** trust, honesty, decisiveness, courage, critical thinking, personal motivation, self-reflection, learning from own and others' mistakes, empathizing, original thinking, time management and punctuality**. Instructional activities included:** individual presentations, group work on the same project, academic projects that require learning by example, academic projects that require further research, learning activities that require applying knowledge across various academic subjects. **Extracurricular activities included:** workplace visits, participation in religious studies and self-learning, participation in team sports, participation in team sports (soccer, volleyball, etc.), participation in student organizations (interest clubs, social groups, etc.) and student government, debate competitions on academic philosophical, and social topics that are of interest to students, participation in social responsibility, charitable, and volunteer activities, reading books on great leaders and their leadership, learning the history of leadership, learning from community and religious leaders scientists, businessmen, artists, and academics making presentations at schools, and separate courses on leadership development and application of leadership skills.

statistical validation and reliability power, qualitative studies were intended to explore unknown, not-validated information that could only be accessed by asking open-ended questions. With unknowns, open-ended questions have the possibility and probability of revealing new situations and experiences that could be explored with probing follow-up questions.

The study participants were asked to describe how they identified leadership qualities that students should have to fulfill KSA strategic objectives for Vision 2030 in order for them to have the skills and attitudes necessary to adapt and contribute to change in building a diversified economy. Novel interview questions were developed that aligned with the research questions (Appendix C) and the coding scheme (Appendix D). Novel interview questions were developed instead of using validated questions, as this was a qualitative study that prioritized the discovery of new content over the generalizability of findings. No similar published studies interviewing secondary school teachers in Saudi Arabia were found.

Data Collection and Analysis

Data was collected by personal telephone interviews with the initial 21 participant teachers. Most calls lasted approximately one hour. I initiated telephone calls to prospective participant teachers according to their predetermined interview schedules. When I called, I identified myself, spent time getting acquainted with the participant, then proceeded to ask each participant four interview questions, and a few follow-up questions associated with each interview question as needed if the response was not clear, was incomplete, or did not address the question,during the interview. After each answer I repeated back the response given by the participant to verify that my undertanding of the answer was in alingnment with the participant's response. After reviewing the responses, three interviews were left out of the analysis due to non-responses to some of the questions, leaving a total of 18 completed interviews.

Interview Questions

There were four interview questions and at least one follow-up question associated with each interview question for each interview question. More follow-up questions could be asked if the answers did not provide sufficient information. The following are the four interview questions and suggested follow-up questions. The interview questions are also found in Appendix C as a convenient reference for the coding scheme found in Appendix D that is related to the interview questions.

Interview Question 1a**.** In your opinion as a teacher, what are the most important leadership qualities students should have that could further the KSA Vision 2030 strategic plan?

Follow-up Interview Question 1b**.** Can you give an example of a student who acquired what you think of as one of the most important leadership qualities?

Interview Question 2a**.** In your opinion as a teacher, what is the most important instructional or extracurricular activity a student can engage in that can be used to foster the understanding, acquisition, and development of the most important leadership qualities that could further the KSA Vision 2030 strategic plan?

Follow-up Interview Question 2b**:** Describe how you think the student in your example gained experience, skills or capabilities to overcome difficulties through instructional or extracurricular activities inside or outside of your classes.

Interview Question 3a**.** What effect do sociodemographic characteristics you have as a teacher influence the opinions of a particular student you have had regarding acquisition of a student leadership quality or qualities that could advance the KSA Vision 2030 strategic plan?

Follow-up question Interview Question 3b**:** Do you think this is a uniquely influential situation, or to you see this affecting many other students you have had or will have?

Interview Question 4a**.** What effects do the sociodemographic characteristics of students have on your opinion as a teacher regarding students' leadership qualities, instructional and extracurricular activities, and leadership understanding that could advance the KSA Vison 2030 strategic plan?

Follow-up Interview Question 4b**.** What difference does age make in determining the possession of leadership qualities**?**

The interviews were conducted in Arabic as not all of the teachers were fluent in English. All interviews were digitally recorded, then transcribed into Arabic, and finally translated into English for manual analysis by a transcription service. The transcription was then digitally analyzed by NVivo computer software. When participants completed the interview, they were asked to answer a few debriefing questions about whether the interview fulfilled their expectations as to content, relevance, and length. All were satisfied with the interview.

By the time I called participants for their scheduled interviews, they had already read about and formed a positive opinion about participating in the study. They generally knew what to expect, the sequence of what was in store for them, and how long each step would take. When I called them, I did not go immediately into the interview questions, but instead started off with small talk so that both the subjects and I could get comfortable, by getting to know a little about each other. Participants were informed, among other things, that I had a detailed understanding of the educational training that teachers experience in teachers' college because I had successfully made my way through the same training as each of the participants. I hoped that, in conducting this study, the participant realized that I was one of them, so they did not have to

over-explain their responses in context. I also reminded participants that once the recording of the conversation began they should not reveal their identity. I periodically repeated this advice throughout the interview accompanied with a note that, after listening to the taped interview, I could remove any borderline content from the taping.

Member checking of responses to my questions was carried out only at the end of each question, validating participants' responses by verbally summarizing their reply and listening for their confirmation. Telephone interviews were digitally recorded, transcribed into text, then translated into 28 pages of English text from Arabic (Appendix G). The identity of the subjects was not recorded, but referred to by number on the recording to protect their identities. Following the recording of all interviews, they were transcribed by a transcription service so the data could be coded and analyzed further. I also coded the subjects' identities by number to protect their confidentiality prior to submitting tapes for transcription to the transcription consultant and transcripts to the software consultant. I kept the subject identity codes on personal notepaper, not on a computer, under lock and key in my home for the duration of the research, then shredded them upon completion. Responses and thematic codings were performed with the use of QSR International's NVivo 11 software, which was designed to seek word response patterns in transcripts (Appendix G). After submission of an interview transcript, the software was run and the responses reported, identifying patterns that have been referred to as thematic coding. These responses were: key words and phrases; "nodes" of similar responses of keywords and phrases to each specific question; and themes that were clusters similar to nodes (Saldaña, 2016). From these reported keywords, nodes, and themes, I interpreted of their meaning relative to the four research questions. I also composed short, intermediate, and long summaries by research question instead of by teacher, and themes of replies within the NVivo software, to

more succinctly summarize and present the results (Appendices H, I, J). Frequency distributions were then produced (Chapter 4) exploring the participants' responses, prognostications, and recommendations (Vaismoradi et al., 2016). The themes were then compared to consider how they might be similar to or different from, and how they could be related to, one another (Vaismoradi et al., 2016). When there were enough themes to form into meta-themes, they were further grouped into suggested categories and theoretical constructs (Chapter 5). A write-up subsequently was described for each of the constructs and how they related to or integrated with one another (Saldaña, 2016). This was a process known as the constant comparative method, where observations can develop step-by-step into a core of emergent conceptualization and theory (Glaser, 1978). The process of constant comparative analysis was then followed, as described by Kolb (2012) and Glaser (1978), which consisted of six steps:

1. Observations were collected about the confidence with which the participants answered, the certainty of their descriptions, their openness and transparency to revealing confidences, their humility and attitude about learning from the errors they may have made, their admissions about their own preferences and leanings, what was missing from their descriptions, the choices of words they used, and the credibility of their statements as compared with my own related training, decision-making, and expertise building experiences;

2. The key issues were sought that could later become focal points of the categories;

3. Observations were made that provided many elements of the categories of most concern;

4. Subcategories were documented and written about, then described and accounted for all things within the observations, while new ideas continued to be searched for;

5. Observations were worked with to present the emerging themes to discover relationships between categories; and

6. The relationships of categories were connected through sampling, then coding, and finally writing to analyze focal points and core categories.

After the interviews, field notes were written and recorded about ideas, observations, feelings, reflections, and insights I had about the participants' responses and the setting, as well as key points of uncertainty, difficulty, confusion, lack of clarity, and inquiry in the interview (Kolb, 2012). These impressions were then used to confirm the responses to the interview questions that were received and recorded.

Although teacher training procedures were uniformly presented to all novice teachers, the perception of this training sometimes varied. Other substantial individual differences could have taken place as well. From an analysis of the self-perception of the development of expertise in individual teachers, a single formulation was created synthesizing all perceptions (Yin, 2017). Specifically, a group of decisions made by these teachers have been highlighted about the integration of their learning and experiences into development of their expertise, why this group made the integration and development decisions they did, how these decisions were carried out, and with what outcome.

Assumptions

A small sample of 21 public secondary school teachers was selected for interviews from a very large population of 110,000 public and private secondary school teachers. After the interviews, 18 were finally chosen as fulfilling the response saturation requirement. Because of this, it was assumed that I would be able to accurately and with a high probability of success select secondary school teachers with substantial teaching experience, qualities that were

important to the success of this study (Boddy, 2016; Corbin & Strauss, 2014; Yin, 2017). I was aware that it took considerable ingenuity, resourcefulness, trial and error, experience, and skills maintenance to use teaching skills effectively and rapidly in time pressured, stressful, uncertain, poorly defined, and interactive situations (Ericsson & Pool, 2016; Hambrick et al., 2014). Because of these qualities that call for differences in individual initiative, perseverance, and experience, it was assumed there could be and probably were substantial differences in the capabilities of each teacher, which may have affected the responses that were received to the questions that were asked (Ericsson & Pool, 2016). Knowing there could be a range of capabilities and experience, my intention was to select what was perceived to be the most capable and widely experienced teachers. For this reason, time was taken to screen the potential study participants carefully prior to selecting them for the study, using the set of inclusion and exclusion criteria described in this chapter (Yin, 2017) and as previously explained in the subsection on recruitment steps.

Although the participants were carefully screened using the inclusion criteria, it was also assumed the participants were honest individuals who would share their knowledge openly, truthfully, and completely with a teacher and a student in a Ph.D program. It was also assumed that my earlier self-disclosure would promote transparency and would provide sufficient information about my training, experience, and know-how for them to respect me and not feel they had to over-explain responses. More interviews were conducted than was required based upon the saturation criteria so that either partially completed interviews or interviews that had inadvertently provoked unacceptable responses, classified information, unwilling participation, or participation refusals could be discarded (Boddy, 2016; Charmaz, 2014).

Additionally, it was assumed that a large enough pool of 40 participants who fulfilled the inclusion and exclusion criteria was selected to allow for screening disqualifications, incomplete responses, no shows, appointment timing conflicts, no responses, lame responses, disgruntled experiences, and unanticipated disqualifications. In this case, of the 110,000 public and private school teachers in middle and secondary schools in Saudi Arabia, 40 public school teachers expressed an interest in being selected, 21 were screened using the inclusion and exclusion criteria, and after all of this, the optimal saturation-point of 18 was reached, three being discarded for not answering all the questions or giving repetitive minimally explanatory answers (Boddy, 2016; Charmaz 2014; Corbin & Strauss, 2014). The saturation point was that point where responses were repeated frequently, which was the case.

Finally, it was assumed that work performed in NVivo was done so accurately. NVivo is owned by Australia based QSR International, who has been in business more than 30 years, since 1995. NVivo software was first developed in 1981 by Tom Richards to support social research by Lyn Richards (Bazeley & Jackson, 2013). One of the first qualitative research programs of its kind, the NVivo software product originally stood for "Non-Numerical Unstructured Data Indexing Searching and Theorizing." NVivo has helped to change the way that qualitative research is conducted (Bazeley & Jackson, 2013). In September 2015, QSR released groundbreaking new software for qualitative data analysis. Since then, NVivo 11 for Windows has come in three editions, plus new releases of NVivo for Mac and NVivo for Teams.

Limitations

It was not known how long the participants would feel comfortable participating in the telephone interviews. One hour interviews, which included introductory small-talk, were conducted, and it was assessed that most participants felt this was not too long, as the interviewer

is herself an experienced secondary school teacher, a native Saudi, a writer and speaker of Arabic, and had complete awareness of Saudi social norms and customs. It was hoped that these interviews would be long enough to obtain sufficient information about the questions, with the question/follow up question/member-checking format. Information discovery was a priority instead of generalizability, so validity and reliability were not the same level of concern as they would have been in a quantitative study format. This was a qualitative multiple case study analysis (Yin, 2017) organized with interview questions set so all participants were able to respond to the same set of questions and thus form a basis of comparison. Follow-up questions were asked when appropriate to make sure every participant answered each question to approximately the same level of specificity and depth, and member-checking confirmed that communication was clear between interviewer and interviewee. There was a greater concern with trustworthiness for this qualitative study in the development of a shared understanding of the procedure, in the sense that the findings in this study would be consistent with findings in other studies (Kornbluh, 2015; Maxwell, 2013: Yin, 2017).

When conducting interviews, I was mindful of my own preferences and biases as a seasoned KSA secondary school teacher. There are discrepancies between professionals in every field and this was expected to be no different in this field. All of these discrepancies were handled the way all such discrepancies have formerly been handled: first with openness, honesty, and respect, and second by plainly exploring the areas of agreement and disagreement to understand the finer points and nuances of the differences, such as what, in both of our experience and reasoning, has led each of us to our unique perspectives. Divergent perspectives have been identified in presenting both my point of view and theirs. As this was a qualitative

study, interpretations were expected to be trustworthy, but not reliable (Guba, 1981; Kornbluh, 2015; Maxwell, 2013; Yin, 2017).

Delimitations

The study was delimited by inclusion and exclusion criteria and the decision to conduct a qualitative case study research design using a targeted sample of seasoned Saudi secondary school teachers. The rationale for this decision was to explore a topic about which little has been published – the existence and nature of leadership development among secondary school students and schoolteachers who have built expertise in their field in terms of credentials, professional development, and instructional experience (Allmnakrah & Evers, 2020). The existing literature described the nature of this professional practice, including the conceptual framework of expertise development in the leadership of the practitioners (Oliver et al., 2011; Poutiatine, 2009; Zacharatos et al., 2000).

The selection of the study problem relates to a gap that was perceived in the literature about leadership in secondary school development that inform instructional practice, educational policy making, and fulfillment of the KSA Vision 2030 strategic plan. The intention was to fill the knowledge gap, and that motivated the structure of the delimitations of this study. This included creating a leadership development conceptual framework to illustrate how transformational leadership expertise could be developed in and out of the classroom.

Ethical Considerations

All UIW IRB standards were complied with. These standards comprehensively covered procedures for conducting research as appropriate for qualitative research design.

Informed Consent

Prior to proceeding with the research, approval for an informed consent document from the

IRB prior to any data collection was completed and received (Appendix F). After receiving IRB

approval, and following selection of the final group of study participants, the informed consent

document was presented to the group, and they were asked to read and sign the document prior to

proceeding with interviews. The informed consent document contained language in conformance

with IRB ethical standards (Biros, 2018) advising them not to reveal any information in the

interviews that would identify them and not to reveal any information from cases that have been

adjudicated, protected, or contained classified information following ethical principles of the

Belmont report (National Commission for the Protection of Human Subjects of Biomedical and

Behavioral Research, 1978; Ross, Iguchi, & Panicker, 2018; Yin, 2017).

Anonymity and Confidentiality

Each participant was given a simple number code – Participant 1, Participant 2, Participant 3,

and so on. A document connecting the codes was created with the true identities of the participants,

which was placed under lock and key in my personal possession for the duration of the study, after

which the document was shredded and discarded. Telephone numbers of the participants were only

known based upon the participants first calling me, and their phone numbers being identified by the

caller ID function on my phone. The call was deleted after each occurrence to prevent anyone from

accessing my phone and connecting the phone number with the caller. The bulk of communication

with participants was by email. After the end of the project, the participant emails were deleted from

my computer and phone.

Although no consequences to the participants because of their participation can be

guaranteed (Biros, 2018), measures were taken to minimize that risk. Interview questions were asked

in a way that not ascribe blame to the participants, so that they would be less likely to disguise a

response for fear of retaliation (Appendix C). Identity coding was the primary and most effective

way of preventing a connection disclosure of participant identities. Interview questions are listed below and in Appendix C.

The data was followed whereever it led the researcher, driven by the participants (Charmiz, 2014; Corbin & Strauss, 2014). The study did not involve any intervention or outcome expectation, which minimized a risk experience for participants. Beyond this, while there still was potential for harm to this population, all measures were taken to protect the anonymity of all participants. No participants were assigned in the analysis and write-ups. In this study, the following issues and their implications were critically considered: worthiness of the project; competence and boundaries; informed consent, benefits, cost, and reciprocity; harm and risk: honesty and trust; privacy, confidentiality and anonymity; intervention and advocacy; research integrity and quality; ownership of data and conclusions; and use and misuse of results.

Interviews were conducted telephonically, as mentioned earlier. These interviews were recorded only after notifying and obtaining informed consent from participants to do so. Prior to recording the interviews, each participant was advised not to self-identify at any time during the interviews. The tape was edited to eliminate errors and ensure that mistakes would not be intercepted should one of us inadvertently provide an identity. When all the interviews were completed, a professional Saudi transcriber was hired to transcribe the results. I then translated the transcription into English. In this procedure, participant identity was not revealed to or known by the transcriber. The transcription service provider was an independent consultant based in Riyadh, Saudi Arabia. The transcriber did not know at any time the true identities of the contributors, as the identities of the participants were never revealed on the tapes. The transcriber signed a confidentiality agreement not to disclose the contents of the transcription prior to conducting any transcription.

The tapes were coded before taping in the following manner: tape 1 was participant 1, tape 2 was participant 2, tape 3 was participant 3, and so on. Each participant was introduced on the tape by number. The paper identifying the participants and their related contact information was kept in my possession in a secure location in the my home so that nobody but me would have knowledge of and access to it. This paper was destroyed following the completion of the study. The true identities of the participants were never revealed at any time during the research nor will they ever be revealed in the future to anyone.

Institutional Review Board Permission

I submitted an application for written permission to conduct the study from the IRB of UIW. A description of the proposed study, following the IRB protocol, was presented to IRB containing the following: a research proposal containing procedures and logistics of the study; a procedural descriptive statement of the way the informed consent document was presented, together with written authorization received from each of the prospective 18 participants; a study management and data analysis plan; and a written promise of anonymity and privacy security in the form of a statement presented to the 18 participants. I administered the proposed study without any conflicts of interest.

Summary

The purpose of this qualitative case study was to examine the opinions of Saudi teachers' regarding the instructional and extracurricular activities that could be performed at schools to ensure development of leadership qualities and understanding of leadership in Saudi Arabia's secondary school students in the embedded context of the national Vision 2030 strategy.

Semi-structured, open-ended interview questions were asked using an interview guide created by me to allow the participants flexibility, with minimal restrictions, in responding.

Probing follow-up questions were posed to clarify participants' responses. Member checking was carried out to determine the credibility of the accounts given by the participants. Data was compiled and analyzed using QSR International's NVivo (Version 11) computer software that follows case study data analysis procedures. I also member-checked the notes that I took during the interview by asking study participants if the notes were correct. I also member-checked the transcriptions, translations into written English, and interpretations.

The findings of this study added to theory and research explaining purposeful leadership development and the role of these important factors. A purposive sample of 18 recruited middle school and secondary KSA school teacher participants was conducted.

In the following chapter, the trustworthiness of the study and the study results of the interviews responses are described. Results of the software analysis of the interview transcripts is presented and discussed. Finally, evaluation of all of the results and findings are presented.

Chapter 4: Results

Results of the direct interview exploration of teacher's opinions regarding the instructional and extracurricular activities necessary to develop leadership qualities in middle and secondary school students in KSA are presented and analyzed in this chapter.

Information Discovery

I successfully completed telephone interviews of a purposeful sample of 18 participating teacher candidates recruited from one public middle school and two secondary schools in the City of Riyadh, KSA. Recruitment of participating teachers was made by first securing approval in person from KSA MOE and the three principals of the three schools. Upon approval, the principals distributed a recruitment flyer prepared by the researcher to the schools' teachers. Teachers then indicated their interest in participating in the study by sending their contact information to me by email. After receiving emails from prospective participants, I responded to all the emails by conducting a screened procedure of prospective candidates by phone, using inclusion and exclusion purposeful sampling criteria in a short question and answer session. When screening was completed, I selected 21 prospective participants and scheduled telephone interview dates and times. The 18 participating teachers were finalized after conducting the interviews, based upon those who answered all the questions with satisfactory, non-repetitive responses. The first 10 participant teachers in the list of 18 interviews in the tables that follow were selected from middle schools and the remaining eight interviews were selected from secondary high schools. The interviews were carried out in Arabic for the ease and convenience of the teachers. They were recorded by a digital audio recorder app on my phone, then translated into an Arabic transcript by a transcript consultant in Riyadh. This written Arabic transcript was subsequently translated into a written English transcript to facilitate the analysis of the study.

Analysis Procedures

I used NVivo 11 software to analyze the results. Before the initial transcripts could be analyzed in detail, I conducted two sentence shortening and lengthening procedures within the software. Shortening and lengthening had to be done because some responses were very short and others very long, and some procedures were very short, and neither fit the length of analysis that was required to understand and communicate the analysis results. This lengthening and shortening, both for the same procedure, was conducted in order to best address each of the research questions so that they could be more clearly and readily analyzed and understood as they were pre-coded to be for the coding procedure (Appendix D). The first shortening and lengthening procedure minimized to 10-12 words what was originally responded to in the base interview of the 18 participants. In the original transcripts, answers from participating teachers ranged in length from very short four-word responses (Appendix H) to longer 300-word responses (Appendix J). The second shortening and lengthening ranged from 20-30 words (Appendix I) to clarifing a too-short or a too-long interview with mixed stories or factors that confused the message. In addition to addressing this length variance issue that made analyzing question responses more awkward than necessary, in these very responses some people also gave multiple responses to questions instead of just one response, necessitating capturing more than one response to single questions (Appendix G). Thus, when all was completed in the case of question Q1a (Table 2), for example, there were 70 uniquely different responses given by the 18 participants (Table 1). This sentence lengthening and shortening procedure especially facilitated addressing both parts of Question 1, namely Question 1a and Question 1b.

The second sentence lengthening (Appendix J) and shortening (Appendix H) procedure sought a middle-ground response length of 25-30 words (Appendix I). This was done because some

responses just required more words to be able to complete the thought, and on the other hand, some responses required far fewer words to adequately respond to a question. These medium responses were used as the basis of analysis for interview Questions 2a and 2b, 3a and 3b, and 4a, and 4b. NVivo software provided a convenient and efficient software framework to enable this rewriting of responses to be better able to analyze qualitative research questions. Each question was broken down into two parts to be able to handle both follow-up answers by study participant teachers and follow-up questions the researcher had to the basic research question.

Findings

Response to Interview Question 1a

Interview Question 1a was: "In your opinion as a teacher, what are the most important leadership quality students should have that could further the KSA Vision 2030 strategic plan?" A frequency distribution table (Table 2) organized by a pre-coded scheme (Appendix D) displays at a glance the 70 pre-coded categorical responses given by study participants. Two types of leadership qualities have been pre-coded here. One was personal traits that are elements of the five-factor theory of personality contributed by genetic biological sources, traits, characteristic adaptations, behavior, and culture (Deery, 2009; McCrae, 2004; Meehl 1986). More recently, there was another school of thought based upon the personality development of children writings of L. S. Vygotsky (1983) that said that personality traits are a fundamental function of social communication practices, which start when parents and their children first begin communicating intensively or the child's friends and relatives communicate with one another about cultural practices long before the child enrolls in school (Leontiev et al., 2017). Table 2 is also classified by social skills, envisioned to be more readily learned than personality traits, which are practices that can be learned in primary, middle, and secondary schools. Leadership qualities are listed

briefly here in almost a keyword basis. While almost all the terms used in the list could

conceivably be leadership qualities, what is listed at the top of the list as being most frequently

listed is confidence (decisiveness), which are also synonyms for self-confidence as it was used in

the full sentence responses of the interviews.

Table 2

Teachers' Frequency Distribution of Responses to Interview Question 1a

Subcode	Category	n	%
Personal Trait	confidence (decisiveness)	13	19
Social Skill	effective communication	7	10
Social Skill	decision making	5	7
Personal Trait	respect for others	5	7
Social Skill	teamwork	5	7
Personal Trait	critical thinking	4	6
Personal Trait	honesty	4	6
Personal Trait	original thinking	4	6
Personal Trait	personal motivation	4	6
Personal Trait	time management and punctuality	4	6
Personal Trait	courage	3	4
Social Skill	persuasion and influencing skills	3	4
Personal Trait	ability to empathize	2	3
Personal Trait	ability to learn from own and others' mistakes	2	3
Personal Trait	ability to self-reflect	2	3
Social Skill	goal setting	2	3
Social Skill	problem solving	1	1
	Totals	70	100

Note: Taken from short nodal frequency responses aligned with the pre-coding scheme
qualitative interview responses by 18 teachers responding to the question Q1a posed above.
Responses were given in sentences and paragraphs (Appendix H).

Much of the time, participants would list more than one item on the list in Table 2,

suggesting that leadership in these experienced teachers' minds possessed a complex meaning that

could be described better using multiple terms. This was a legitimate point. Leadership in general

was generally understood, but scholars have long gone far beyond the general definition of

leadership and have spent considerable energy defining the difference, for example, between

transactional leadership and transformational leadership (Bass, 1990). I was not raising those issues

in this study. General leadership was what was of primary concern in this study, and student

leadership in particular that was distinguished from adult leadership. Original thinking and critical

thinking by those who take the initiative, for example, which is listed almost halfway down the list,

was thought by some teachers to be high level leadership that was usually put forth by self-confident

students. Participant 1 explained:

> "Student initiative," for example, when I ask them to solve a question and the student takes the initiative to solve it, I think that this is a leadership trait, and this indicates her self-confidence even if she does not answer correctly and if she thinks about the same issue and yet takes the initiative to solve it, I like that initiative. (Response to Question 1b)

Considering this statement, one might say this student had a decisiveness about her self-

confidence that enabled her to take the initiative to solve the question. Participant 5

described self-confidence in the context of four more leadership traits, as follows:

> They must have high self-confidence and the ability to dialogue, discuss, express an opinion and the ability to make decisions, all these qualities must be available in students so that they can succeed in the future and benefit their country and themselves after that.

The hierarchal list in Table 2 might not necessarily suggest, therefore, that leadership traits found

lower down the list were of lesser importance. Instead, those descriptions found lower on the list

might not be valued lower by teachers of primary, middle, or secondary school students who perhaps

think more of the descriptions found higher on the list when thinking of students in these age groups.

Another way of thinking about this was that leadership carries a complex multi-dimensional

meaning consisting of many descriptors. Additionally, leadership could carry special meanings

depending upon the population characteristics that leadership was characterizing.

What is most interesting about the categories in Table 2 is that when all the transformational

scholars' eferenced in the literature review in Chapter 2 were analyzed, every element in Table two

for both categories of personal traits and social skills was backed up by literature supporting the teaching and learning of these traits, either at home or in class. This includes the original transformational leadership scholars (Bass & Avolio, 1993; Bass 1985a; Burns, 1978), the Poutiatine (2009) scholars (Reynolds & Williams, 1985; McDowell 2004; Meghan, 2009) including the homeschooling scholars (Litvck, 1991; Montgomery, 1989; Taylor, 1986) and many others described in Chapter 2. While this may be coincidental, the content of the scholarship cited suggested otherwise. It was also not unreasonable that the Riyadh teachers might have run across all of them in their educational training and professional work, although it may be more likely that these teachers were more influenced by their own personal teaching experiences or life experiences.

Personal Trait Subcode vs. Social Skill Subcode: Splitting Table 2 in Two Parts

When the personal trait subcode category was separated from the social skill subcode category (Table 3), the question of where do these traits and skills originate from was suggested. In the interviews, this question was raised by several participant teachers as to how much the student's family can or do contribute to students' leadership training versus how much school teachers can or do contribute.

Given those questions, it was interesting that personal trait responses had more than twice as many total responses (n= 47) than the social skill category (n=23) (Table 3). This result could suggest that parents and family could have more influence over student leadership training than teachers' influences. Alternatively, it could suggest this may not be an ideal situation in terms of stepping up the traits and skills necessary for increasing the leadership skills and personal trait capabilities of students in order to fulfill the objectives of Vision 2030.

Table 3

Comparison of Personal Trait Subcode Responses to Interview Question Q1a

Subcode	Category	n	%
Personal Trait	confidence (decisiveness)	13	19
Personal Trait	respect for others	5	7
Personal Trait	critical thinking	4	6
Personal Trait	honesty	4	6
Personal Trait	original thinking	4	6
Personal Trait	personal motivation	4	6
Personal Trait	time management and punctuality	4	6
Personal Trait	courage	3	4
Personal Trait	ability to empathize	2	3
Personal Trait	ability to learn from own and others' mistakes	2	3
Personal Trait	ability to self-reflect	2	3
	Totals	47	100

Subcode	Category	n	%
Social Skill	effective communication	7	10
Social Skill	decision making	5	7
Social Skill	teamwork	5	7
Social Skill	persuasion and influencing skills	3	4
Social Skill	goal setting	2	3
Social Skill	problem solving	1	1
	Totals	23	100

Teachers' Responses to Interview Question 1b

Interview Question 1b was: "Can you give an example of a student who acquired what you think of as one of the most important leadership qualities?" (Table 4). When Saudi teachers were asked to give examples of students in their experience who have the most important leadership qualities, the list of possible descriptors shrunk considerably, by nearly two-thirds.

This shrinkage could suggest that these study participants have experienced or are experiencing a narrower repertoire of leadership characteristics than others in the larger human population. Some items, such as problem solving at the bottom quarter of the list in Q1 moved to the top of the list in Q2; some items in the top quarter, such as respect for others, moved considerably down the list; and some items, such as honesty, went from 6% in Q1a to 0% in Q1b.

Table 4

Teachers Frequency Distribution of Responses to Interview Question 1b

Subcode	Category	n	%
Personal Trait	confidence (decisiveness)	8	31
Social Skill	effective communication	5	19
Personal Trait	personal motivation	4	15
Social Skill	problem solving	4	15
Personal Trait	ability to learn from own and others' mistakes	1	4
Personal Trait	courage	1	4
Personal Trait	critical thinking	1	4
Personal Trait	respect for others	1	4
Personal Trait	time management and punctuality	1	4
Personal Trait	ability to empathize	0	0
Personal Trait	ability to self-reflect	0	0
Social Skill	decision making	0	0
Social Skill	goal setting	0	0
Personal Trait	honesty	0	0
Personal Trait	original thinking	0	0
Social Skill	teamwork	0	0
Personal Trait	trust	0	0
	Totals	**26**	**100**

Note: Taken from short nodal frequency responses aligned with the pre-coding scheme qualitative interview responses by 18 teachers responding to Research Question 1b posed above. Responses were given in sentences and paragraphs (Appendix H and I).

Or perhaps these were just the first memories that came to mind for the teachers, suggesting that they were the strongest memories or the most recent. The qualities that went to zero amount to 34% or 24 points of the 70-point "n" total. In any case, the top two qualities, confidence (decisiveness) and effective communication, remained at the top and went from 29% to 50% of the total. In addition, the top four qualities, confidence (decisiveness), effective communications, personal motivation, and problem solving all appear to be very strong leadership qualities. Moreover, they certainly could be considered strong qualities and leading contenders that could enhance the strategic plan of KSA in Vision 2030. Confidence (decisiveness) as a top choice was nearly twice as frequently selected as the next three choices.

These leadership characteristics are of primarily middle and secondary school Saudi Arabian students, as known by their teachers.

Personal Trait Subcode Versus Social Skill Subcode by Splitting Table 4 in Two Parts

When the personal trait subcode category was separated from the social skill subcode category (Table 5), the question of what were the actual contributions of some of the educational efforts of the participant teachers was raised. If it was assumed that personal traits were those traits that were principally developed by the students, the student's parents, or the student's family, and social skills were developed by teachers in schools, then Table 5 may indicate who is responsible for which leadership skill development. Specifically, some of the study participants would appear to have focused upon improving effective communications (56%) and problem solving (44%) of students in classroom educational programs to the exclusion of other leadership traits shown in Table 5 (decision making, goal setting, and teamwork). Additionally, most of the participant teachers appear to have perceived that the students they encountered possessed mostly high confidence or decisiveness and strong personal motivation as their primary personal leadership traits, with less emphasis on courage, critical thinking, respect for others, and time management and punctuality.

Teachers' Response to Interview Question 2a

Interview Question 2a was: "In your opinion as a teacher, what is the most important instructional or extracurricular activity a student can engage in that can be used to foster the understanding, acquisition, and development of the most important leadership qualities that could further the KSA Vision 2030 strategic plan?" Table 6 presents a frequency distribution of the results of the study participants' answers. Since some of the participating teachers gave more than one response, the number of responses is larger than the number of teachers.

Table 5

Comparison of Personal Trait Subcode Responses to Social Skill Subcode Responses for Interview Question 1b

Subcode	Category	n	%
Personal Trait	confidence (decisiveness)	8	47
Personal Trait	personal motivation	4	24
Personal Trait	ability to learn from own and others' mistakes	1	6
Personal Trait	courage	1	6
Personal Trait	critical thinking	1	6
Personal Trait	respect for others	1	6
Personal Trait	time management and punctuality	1	6
Personal Trait	ability to empathize	0	0
Personal Trait	ability to self-reflect	0	0
Personal Trait	honesty	0	0
Personal Trait	original thinking	0	0
Personal Trait	trust	0	0
	Totals	**17**	**100**
Social Skill	effective communication	5	56
Social Skill	problem solving	4	44
Social Skill	decision making	0	0
Social Skill	goal setting	0	0
Social Skill	teamwork	0	0
	Totals	**9**	**100**

The table has been organized by three previously subcoded categtories shown in the left column (Appendix B): extracurricular activity, understanding of the leadership (objective), and instructional activity. The most subcoded responses were given to instructional activity (6) and extracurricular activity (5), followed by understanding leadership (4). On the other hand, since one question in the instructional activity was not answered, extracurricular activity given most responses. Responses were provided in 21 categories by the 18 participants.

Table 6

Teachers' Frequency Distribution of Responses to Interview Question 2a

Subcode	Category	n	%
Extracurricular Activity	Participation in student organizations (interest clubs, social groups) and student government	3	14
Understanding Leadership	Students should have a separate course on leadership development and application of leadership skills	3	14
Instructional Activity	Individual presentations	2	10
Instructional Activity	Academic projects that require further research	1	5
Instructional Activity	Academic projects that require learning by example	1	5
Understanding Leadership	Community, clergy, scientists, business, artists, and academic leaders should make school presentations	1	5
Extracurricular Activity	Debate competitions on academic, philosophical, and social topics that are of interest to students	1	5
Instructional Activity	Group work on the same project	1	5
Instructional Activity	Learning activities that require applying knowledge across various academic subjects	1	5
Understanding Leadership	Learning the history of leadership	1	5
Extracurricular Activity	Participation in religious studies and self learning	1	5
Extracurricular Activity	Participation in social responsibility, charitable, and volunteer activities	1	5
Extracurricular Activity	Participation in team sports (soccer, volleyball)	1	5
Understanding Leadership	Reading books on great leaders and their leadership	1	5
Extracurricular Activity	Workplace visits	1	5
Instructional Activity	Development of English competency as a Lingua Franca	0	0
	Totals	21	100

Note: Taken from medium nodal frequency responses aligned with the pre-coding scheme qualitative interview responses by 18 teachers responding to Question 2a posed above. Responses were given in sentences and paragraphs (Appendix I).

In general, there was a rich diversity of responses, indicated by the relatively few multiple responses to individual categories. Only three categories shown in the top three frequency responses had more than one response. Additionally, the top three were in each of the three different subcoded categories. These top three responses made up more than one third of all the responses. Interestingly, those top three responses were what might be thought of as the most conventional ideas about activities that could produce leadership knowledge and skills. The fact that two thirds of the

suggested educational activities made up the bulk of the choices suggests that this was a group of

educators who had thought about this topic throughout their careers, long before this survey, and/or

had many experiences in the diversity of ways they could provide leadership experiences to students.

It was interesting that there were no suggestions of the development of English competency as a

Lingua Franca by a single study participant teacher, even though it was indicated as a choice in

question 2b by at least one participant teacher as a way students could have gained experience, skills,

or abilities in overcoming difficulties through curricular or educational activities. It is interesting

because English is taught throughout the public school system in Saudi Arabia and is well

understood as the Lingua Franca of world commerce and government. However, it is also known

that when students enter US universities, their level of English language learning is inadequate to the

task and many struggle with it.

Extracurricular Activity Subcode, Instructional Subcode, and Understanding Leadership Subcode By Splitting Table 6 in Three Parts

When the extracurricular subcode, the instructional subcode, and the understanding

leadership subcodes are split up from each other (Table 7), the educational or extracurricular activity

that a student can engage in or use to enhance the understanding, acquisition, and development of the

most important leadership qualities in each subcategory that can enhance the strategic plan are better

able to be understood.

The diversity of activities within each subcoding can also be better understood. All

together they demonstrate that study participant teachers think of extracurricular activities as

adding roughly a third more value to the educational enterprise in number of programs, although

this may not be true if evaluating the cumulative content value of all the programs within each

subcode. What the frequency distributions suggested were the relative priorities of the programs.

The top educational experience within each subcode (participation in student organizations,

individual presentations, and students should have a separate course on leadership development and application of leadership skills) was valued by study participant teachers two to three more times than other educational programs within each subcode.

Teachers' Responses to Interview Question 2b

Interview Question 2b was "Describe how you think the student in your example gained experience, skills, or capabilities to overcome difficulties through instructional or extracurricular activities inside or outside of your classes." Table 8 presents a frequency distribution of what study participant teachers answered.

Table 8, compared to Table 6, could represent the difference between ideals and realities in the sense that if the teachers were asked, this is what they would do, instead of doing it the way they were directed to by their supervisors and the MOE. Alternatively, their greater participation could represent a second bite at answering Q2a, as memories about their own in-class experiences came to the forefront. This could be a kind of lag-effect behavior by the participant that occurred as the mind kept pondering and processing the question beyond the boundaries of the norms allowed for answering the question.

Instructional Subcode, Extracurricular Activity Subcode, and Understanding Leadership Subcode by Splitting Table 8 in Three Parts (Table 9)

There were 50% more replies in response to Q2b than Q2a (31 instead of 21), and major changes in priorities between subgroups; there was a major change in emphasis towards instructional activity at the relative expense of extracurricular activity and understanding leadership (Table 9). Instructional activity totals tripled 12.5%, from $n = 6$ to $n = 18$, as can be seen by comparing the instructional activity subcode totals in Table 6 to Table 9. This placed the instructional activity subcode to the highest frequency position of

the three subcodes, taking over the first position previously occupied by instructional

activity subcode (Table 6). Again, part of the reason for this change must be that teachers

were directly involved in providing instructional activity, so it was logical that they would

have more control over its performance.

Table 7

Comparison of Activity Subcode Responses for Interview Question 2a

Subcode	Category	n	%
Extracurricular Activity	Participation in student organizations (interest clubs, social groups) and student government	3	38
Extracurricular Activity	Debate competitions on academic, philosophical, and social topics that are of interest to students	1	13
Extracurricular Activity	Participation in religious studies and self learning	1	13
Extracurricular Activity	Participation in social responsibility, charitable, and volunteer activities	1	13
Extracurricular Activity	Participation in team sports (soccer, volleyball)	1	13
Extracurricular Activity	workplace visits	1	13
	Totals	**8**	**100**
Instructional Activity	Individual presentations	2	33
Instructional Activity	Academic projects that require further research	1	17
Instructional Activity	Academic projects that require learning by example	1	17
Instructional Activity	Group work on the same project	1	17
Instructional Activity	Learning activities that require applying knowledge across various academic subjects	1	17
Instructional Activity	Development of English competency as a Lingua Franca	0	0
	Totals	**6**	**100**
Understanding Leadership	Students should have a separate course on leadership development and application of leadership skills	3	50
Understanding Leadership	Reading books on great leaders and their leadership	1	17
Understanding Leadership	Community, clergy, scientists, business, artists, and academic leaders should make school presentations	1	17
Understanding Leadership	Learning the history of leadership	1	17
	Totals	**6**	**100**

Table 8

Frequency Distribution of Responses to Interview Question 2b

Subcode	Category	n	%
Instructional Activity	Group work on the same project	6	19
Instructional Activity	Academic projects that require learning by example	4	13
Instructional Activity	Individual presentations	4	13
Extracurricular Activity	Debate competitions on academic, philosophical, and social topics that are of interest to students	2	6
Extracurricular Activity	Participation in social responsibility, charitable, and volunteer activities	2	6
Extracurricular Activity	Participation in student organizations (interest clubs, social groups) and student government	2	6
Instructional Activity	Academic projects that require further research	2	6
Understanding Leadership	Community, clergy, scientists, business, artists, and academic leaders should make school presentations	1	3
Instructional Activity	Development of English competency as a Lingua Franca	1	3
Instructional Activity	Learning activities that require applying knowledge across various academic subjects	1	3
Understanding Leadership	Learning the history of leadership	1	3
Extracurricular Activity	Participation in religious studies and self-learning	1	3
Extracurricular Activity	Participation in team sports (soccer, volleyball)	1	3
Understanding Leadership	Reading is one of the most powerful extracurricular activities	1	3
Understanding Leadership	Students should have a separate course on leadership development and application of leadership skills	1	3
Extracurricular Activity	Workplace visits	1	3
	Totals	31	100

Note: Taken from medium nodal frequency responses aligned with the pre-coding scheme qualitative interview responses by 18 teachers responding to the question Q2b posed above. Responses were given in sentences and paragraphs (see Appendix I and J).

At the time instructional activity was increasing 300%, extracurricular activity increased by just 12.5%, from 8 to 9, and the understanding leadership subcode fell 33% from n = 6 to n = 4. This movement also suggested that teachers found instructional activity much easier, less costly, and less time consuming to engage in than both extracurricular and understanding leadership activities. While some teachers were willing and able to beyond

the boundaries of the classroom to help their students engage in educational activities outside the normal classroom, most teachers may not have been.

Table 9

Comparison of Activity Subcode Responses to Interview Question Q2b

Subcode	Category	n	%
Instructional Activity	Group work on the same project	6	33
Instructional Activity	Academic projects that require learning by example	4	22
Instructional Activity	Individual presentations	4	22
Instructional Activity	Academic projects that require further research	2	11
Instructional Activity	Development of English competency as a Lingua Franca	1	6
Instructional Activity	Learning activities that require applying knowledge across various academic subjects	1	6
	Totals	**18**	**100**
Extracurricular Activity	Debate competitions on academic, philosophical, and social topics that are of interest to students	2	22
Extracurricular Activity	Participation in social responsibility, charitable, and volunteer activities	2	22
Extracurricular Activity	Participation in student organizations (interest clubs, social groups) and student government	2	22
Extracurricular Activity	Participation in religious studies and self-learning	1	11
Extracurricular Activity	Participation in team sports (soccer, volleyball)	1	11
Extracurricular Activity	Workplace visits	1	11
	Totals	**9**	**100**
Understanding Leadership	Community, clergy, scientists, business, artists, and academic leaders should make school presentations	1	25
Understanding Leadership	Learning the history of leadership	1	25
Understanding Leadership	Reading is one of the most powerful extracurricular activities	1	25
Understanding Leadership	Students should have a separate course on leadership development and application of leadership skills	1	25
	Totals	4	100

Teachers' Responses to Interview Question 3a

Interview Question 3a was: "What effect do sociodemographic characteristics you have as a teacher influence the opinions of a particular student you have had regarding acquisition of a student leadership quality or qualities that could advance the KSA Vision 2030 strategic plan?" A frequency distribution table (Table 10) organized by a pre-coded scheme displayed at a glance the 18 pre-coded categorical responses (Appendix B) given by study participants. This question

was precoded to enable particular kinds of social and demographic impact. The reasoning behind this coding was that in middle and high school educational contexts, the social and demographic impact delivered to students by teachers arises from two sources: the teacher's field of study, or the specific special skills that teachers possess and have perfected within the context of a composite set of demographic characteristics; and the unique or general scope of their impact based upon their field, skills within a composite of demographic characteristics. These types of impacts are composite social and demographic influencers that are likely to be more relevant to teachers' influence over students than standard, traditional, generic social and demographic categories such as occupation, employment, race, location, marital status, homeownership, years of professional experience, income level, years of service, age, and gender.

In this case study, all the teachers were of one gender, female, relatively narrow age range, and relatively narrow educational characteristics. Most of these teachers were licensed educators or educational specialists, having been educated in professionally accredited educational institutions of higher education, and having passed a number of professional standards, all of which had cumulative impacts upon students in their classes. The interview transcript contained verbal responses to my questions that were reviewed and narrowed by me, from responses that ranged from four words to more than 300, words using NVivo 11 software, so that they could be analyzed in categorical codes for ease of understanding and analysis. In line with the previous description, Table 10 presents a coded matrix of academic field, skill, unique impact or general impact scope of all 18 study participant teachers.

Table 10

Teachers' Frequency Distribution of Responses to Interview Question 3a

Code: Knowledge Basis	Subcode: Impact Scope (Unique or General)	n	%
Field: Science Middle school teacher	**Unique:** Age, gender, and novice teaching leadership were my influential qualities to start	1	5.56
Field: Math Middle school teacher	**Unique:** My influence was evidenced after 2-3 months in math style, morals, ethics, and participation	1	5.56
Field: English Language Middle school teacher	**Unique:** I trade science knowledge and leadership with students for critical thinking discussions	1	5.56
Field: Computer Technology Middle school teacher	**Unique:** My developing experience has provided leadership in knowing and dealing with students.	1	5.56
Field: Islamic Studies Middle school teacher	**Unique:** Communicating leadership lessons of my experience is my primary value to students	1	5.56
Field: Art Middle school teacher	**Unique:** The more I know students, the more I can motivate their leadership personalities	1	5.56
Field: Religion Ph.D. Middle school teacher	**Unique:** My personal postgraduate education has increased my impact upon student leadership.	1	5.56
Field: Computer Technology Middle school teacher	**Unique:** Demographic guidance of students by teachers are limited by parental influence and whether the student was accustomed to radio activities and student boldness and confidence	1	5.56
Field: Sociology Ph.D. Middle school teacher	**Unique:** Teacher guidance could be uniquely influential and different from parental guidance	1	5.56
Field: Math Middle school teacher	**Unique:** Voluntary projects encouraging student initiatives facilitate leadership training	1	5.56
Skill: Communications High school teacher	**General:** Extensive presenting experience revealed in confident influence was my key role over time	1	5.56
Skill: Presentations High school teacher	**General:** My confident presentation of credible knowledge influenced leadership personalities	1	5.56
Skill: Critical Thinking High school teacher	**General:** I taught students how to teach (lead) themselves by not explaining in full, so they ask their own way	1	5.56
Skill: Teaching leadership High school teacher	**General:** I have non-academic life leadership skills that I teach bridging (leading) art, survival, and life	1	5.56
Skill: Research, due diligence High school teacher	**General:** Getting to know each student enables knowing (leading) what she needs on every assignment	1	5.56
Skill: Psychology High school teacher	**General:** My greater experience provides leadership to students in reducing errors and negatives	1	5.56
Skill: Research High school teacher	**General:** My educational attainment has influenced student information search leadership efforts.	1	5.56
Skill: Initiating experimental Problem solving, High school teacher	**General:** My length and depth of experience that can be helpful to leading as well as all student differences	1	5.56
	Totals	18	100
	Subcode Summary		
Field based	Unique impact	10	55
Skill based	General impact	8	45
	Totals	18	100

Note: Taken from medium nodal frequency responses aligned with the pre-coding scheme qualitative interview responses by 18 teachers responding to the question Q3a posed above. Responses were given in sentences and paragraphs (Appendix I and J).

What is of note is that each teacher possessed an individual characterization that was either a combination of field and unique impact scope or skill and general scope. The specifics of their individual approaches that fit this coding were spelled out for each teacher, based upon their interview descriptions. Also notable was that the first 10 field unique impact responses were the middle school teachers, and the bottom eight skill general impact responses were the high school teachers. What was interesting was that the coding categories were created independent of this knowledge. What was even more intriguing about this dichotomy was that, in interviews, many teachers expressed that it was the (primary and) middle school students who were less locked into an identity and were more open to and accepting of leadership training than teachers of high school students. This table may also suggest, upon closer scrutiny, that the top 10 responses were more characteristic of Saudi Arabian middle school teachers, and conversely the bottom eight responses were more characteristic of Saudi Arabian high school teachers.

The impression given by this data is that there appeared to be many unique variations within each field and each skillset, to allow for either unique or general teaching leadership training values being passed on to students in either middle school or secondary high school, as has been described by each teacher in their own words.

Teachers' Responses to Interview Question 3b

Question 3b was "Do you think this is a uniquely influential situation, or to you see this affecting many other students you have had or will have?" Here, there was a new variable introduced, an amount of impact measured as "some" or "most." What was being compared has already been presented in Q3a in terms of unique or general scope. A frequency distribution table (Table 11) was organized by a pre-coded scheme displaying at a glance the 18 pre-coded categorical responses (Appendix B) given by the study participants addressing this question. Overall, two-thirds

of the impact of a teacher's knowledge basis and presentation style upon students only had an impact on some of the students, and only one-third of a teacher's knowledge basis and presentation style had an impact upon most of students. These were verbal impressions and not measured outcomes. Nevertheless, it appeared to align with my experience as a teacher. It could even be overly optimistic, as it was rare, in my experience, to have a large impact that affected everyone.

Table 11

Frequency Distribution of the Impact Overall Versus Impact Scope of Teachers for Question 3b

Subcodes	Some Overall Impact	Most Overall Impact	Totals
Impact Scope Unique	6	4	10
Impact Scope General	6	2	8
Totals	12	6	18

Two-thirds, or 12, of the unique or general impacts had an overall impact of "some," and one-third, or 6, had an oval impact of "most," or half as many as "some" impact. In addition, the range of the term "some" could be from one or two to perhaps six to eight persons being a member of one side or another, while the range on the high end for "most" could be from seven to twelve. While these ranges may seem overly expansive, they seemed to fit the narratives given in response to my verbal questions on the phone.

Table 12 presents an expansion of this one explanation at a time, line-by-line, so the detailed nuanced motivations and reasons for the responses could be observed by the overseer. There seemed to be many nuanced opinions expressed here about both unique and general impact scope, and some or most overall impact, that defied more general categorization. One could go one more step to say that these expressions would seem to be in alignment with people who knew a lot about these students by virtue of working with them daily over an extended period of time. Next to a parent, teachers know more about students than almost anyone else in the students' lives. These views also

appeared to be in alignment with the teacher's knowledge of their own rich background of teaching

and learning experiences.

Table 12

Teachers' Opinions About the Overall Impact They Could Have on Their Students Based on their Demographic Scope of Leadership

Subcode: Impact Scope (Unique or General)	Subcode: Impact Overall (Some or Most)	n	%
Unique: Age, gender, and novice teaching were my influential qualities to start.	**Some:** My impact limits are my science background and my limited leadership experiences.	1	6
General: Extensive presenting experience revealed in confident influence was my key role over time.	**Some.** My impact will be on some middle school students gaining confidence, strength, success, self-enhancement.	1	6
General: My confident presentation of credible knowledge influenced leadership personalities.	**Some.** My impact affects some students but not all students according to their acceptance.	1	6
General: I have non-academic life leadership skills that I (use to) teach bridging art, survival and life.	**Some.** My impact has been on some students interested in subjects, grades, the test	1	6
Unique: I trade science knowledge and leadership with students for critical thinking discussions.	**Some.** My impact depends upon pushing my students and my own boundaries of interest and experiences.	1	6
General: Getting to know each student enables knowing (leading) what she needs on every assignment.	**Some.** The earlier students solve problems and build confidence, the more impact I'll have.	1	6
General:: My greater experience provides leadership to students in reducing errors and negatives.	**Some.** I impact some who are fearful to participate and withdrawn by paying attention.	1	6
Unique: My developing experience has provided leadership in knowing and dealing with students.	**Some.** I impact students who show their work in computer technology teams that affects and develop them.	1	6
Unique: My personal postgraduate education has increased my impact upon student leadership.	**Some.** I may impact a small minority of students with my unusually deep post-graduate education.	1	6
General: My educational attainment has influenced student information search leadership efforts.	**Some.** My demographic impact as a researcher could have a unique impact on some students.	1	6
Unique: Demographic guidance of students by teachers are limited by parental influence and whether the student was accustomed to radio activities, student boldness and confidence.	**Some.** My uniquely background demographic as a computer teacher may influence some students.	1	6
Unique: Teacher guidance could be uniquely influential and different from parental guidance.	**Some.** I have uniquely different demographic background as a sociology Ph.D, that may influence some.	1	6
Unique: My influence was evidenced after 2-3 months in math style, morals, ethics, and participation.	**Most.** My impact due to my extensive experience has been to more than 90% of my class.	1	6
General: I taught students how to teach (lead) themselves by not explaining in full, so they ask their way.	**Most.** My impact has been on most students and has increased with experience as I have gained mastery.	1	6
Unique: Communicating leadership lessons of my experience is my primary value to students.	**Most.** I impact students in discussions in which they reveal their personalities and leadership qualities	1	6
Unique: The more I know students, the more I can motivate their leadership personalities.	**Most.** I impact more students by better understanding their family demographic characteristics	1	6
General: My length and depth of experience that can certainly be leading as well as all student differences.	**Most.** My impact may be on many students as initiating experiments could influence student leadership.	1	6
Unique: Voluntary projects encouraging student initiatives facilitate leadership training.	**Most.** My impact will not be uniquely influential so it will affect many students, with practical know how.	1	6
	Totals	18	100

Note: Taken from medium nodal frequency responses aligned with the pre-coding scheme qualitative interview responses by 18 teachers responding to the question Q3b posed above. Responses were given in sentences and paragraphs (Appendix B).

Teachers' Response to Interview Question 4a

Interview Question 4a was **"**What effects do the sociodemographic characteristics of students have on your opinion as a teacher regarding students' leadership qualities, instructional and extracurricular activities, and leadership understanding that could advance the KSA Vison 2030 strategic plan?" A frequency distribution table (Table 13) was organized by a precoded scheme displaying at a glance the 18 precoded categorical responses (Appendix B) given by the study participants teachers addressing this question. According to the teachers, the four leadership qualities at the top of the list in Table 13 represented 80.5% of the most impactful precoded leadership factors that arose from the social and demographic characteristics of their students that can enhance the KSA Vision 2030 strategic plan. The 42% top category alone represented 53% of the factors making up the 80.5% total of the first four subcoded factors.

Interview response details of this summary in Table 13 appear in Table 14. There were 21 unique statements, indicating that some of the group of 18 teachers had more than one factor to contribute in their responses to question 4a.

Leadership as the first subcoded category in Table 14 contains leadership issues that could most be affected by teachers, which explains why it resulted in being listed first. All the other categories listed are issues that are affected by the students' families, close friends, relatives, and the student herself.

Table 13

Teachers' Frequency Distribution Summary of Responses to Q4a - Summary of Categories

a	Category	n	%
Leadership	Variations of primary, middle, and secondary schools	9	42.8
Personal leadership traits	Influence of home, individual characteristic differences, student age and understanding	3	14.2
Maturity/cooperation with others	Physical and mental maturity begins in secondary behind skills and knowledge, cooperation with others leads to leadership initiative to solve problems of others	3	14.2
Educational environment	Environment activities of the school are affected by confidence of age by subject, lesson, situations, leadership	2	9.5
Family problems	Personality, educational environment at home	1	4.8
Personality	Primary and middle school more active in personality development, personality formed by secondary	1	4.8
Socio-demographic and family characteristics of students	Socio-demographic factors have little to do with leadership which is an independent factor.	1	4.8
Ease of influencing	Secondary school students are comparatively difficult to influence	1	4.8
Life situations		0	0
Optionality		0	0
	Totals	21	100

Teachers' Responses to Interview Question 4b

Question 4b was "What difference does age make in determining the possession of leadership qualities?" A frequency distribution table (Table 15) was organized by a precoded scheme displaying at a glance the 18 pre-coded categorical responses (Appendix B) given by the study participants teachers addressing this question. Age made a difference in all six precoded categories in Table 15. The first three categories (n = 4 + 4 + 4 = 12) represented the school teaching and learning environment, whereas the last three categories (n= 3 + 2 + 1 = 6) leaned more heavily towards the home and students' private learning environments with friends and family. Most were in agreement that younger children both learned and took up learning with less resistance to the sources

Table 14

Teachers' Individual Responses to Q4a that Fall Under the Precoded Categories in Table 1

Subcode	Category	n	%
Leadership	Leadership qualities must be pushed in primary school. Knowledge education should differ by capacity- appropriate activities.	1	4.8
	Primary schools need leadership training qualities and can extend to middle school.	1	4.8
	Delivering leadership training strategy applied to primary differs from middle and secondary applications.	1	4.8
	There is more opportunity for student leadership development by teachers in middle school.	1	4.8
	Primary school leadership must be done in the classroom. Middle and secondary schools require leadership team projects.	1	4.8
	Delivering leadership to primary and middle school should be simpler and faster. Secondary requires more complex activities.	1	4.8
	There are subtle differences in leadership qualities between middle vs. secondary school children	1	4.8
	Different factors at different ages, such as middle vs. secondary school affects leadership	1	4.8
	Rare to find middle school adolescents enjoying leadership, as students in secondary school	1	4.8
Personal leadership traits	Leadership starts from the characteristics of children when young at home and is refined annually.	1	4.8
	We must provide training of leadership qualities according to student age and understanding.	1	4.8
	Delivering leadership depends upon individual characteristics differences between students.	1	4.8
Maturity/cooperation with others	Primary schools don't know much what they want. Middls schools sometimes get lost. In secondary schools, understanding begins.	1	4.8
	More difference in physical and mental maturity than in skills and knowledge. Needed different qualities.	1	4.8
	Student maturity/cooperation with others leads to leadership initiative to solve problems of others	1	4.8
Educational environment	What matters most in the school level is a good environment that brings out their leadership skills	1	4.8
	Environment activities of the school are affected by confidence of age by subject, lesson, situations	1	4.8
Family problems	Student leadership is an age characteristic of personality, educational environment, and family problems	1	4.8
Personality	The average receives more than high school as their personality is already complete.	1	4.8
Socio-demographic and family characteristics of students	Socio-demographic factors have little to do with leadership which is an independent factor.	1	4.8
Ease of influencing the student	Secondary school students are comparatively difficult to influence.	1	4.8
Life situations		0	0
Optionality		0	0
	Totals	21	100

Note: Taken from medium nodal frequency responses aligned with the pre-coding scheme qualitative interview responses by 18 teachers responding to the question Q4a posed above. Responses were given in sentences and paragraphs (Appendix I and J).

Table 15

Teachers' Frequency Distribution Summary of Responses to Q4b - Summary of Categories

Subcode	Category	n	%
Primary school, middle school, secondary school (high school)	Earlier are learning readier, Middle thinks different from secondary	4	22.26
Instructional, extracurricular activity, leadership understanding activity	Interest peaks in primary school for leadership development,	4	22.26
Uptake of leadership instruction by students	Leadership update varies by age, personality, ed environment, family	4	22.26
Educational environment	Ed environment varies, affected by age, stage, confidence, subject, lessons, situations, family, school	3	16.68
Maturity	Maturity varies by age, activities	2	11.12
Relative ease or resistance of uptake	Younger are easier	1	5.56
	Totals	18	100.00

and content of learning, no matter who and where they were. More detail of what is shown in Table 15 is revealed in Table 16.

While Table 15 revealed the shorthand version of the sentiments of Saudi Arabian participant school teachers of the effect of age on learning in school age children, Table 16 was longer and therefore filled with more nuances. Although sentiments were related to one another in each of the six subcoded groupings, there were significant differences between the subtle nuances within each grouping. There was clearly an understanding among many if not all of the participant teachers that lines were blurred between the sources of teaching, the sources of learning, the timing, and the age of student uptake and ease of uptake of information and learning. The location, timing, educational activities, and overlapping of lines of teaching, learning, and uptake focused on the student, were as complex as where, how, and when teachers contribute what they could to students along their personal learning journey among teaching mentors, their life experiences journey among colleagues, friends and family, and their teaching journey among students.

Table 16

Teachers' Individual Responses to Q4b that Fall Under the Precoded Categories in Table 15

Subcode	Category	n	%
Primary school, middle school, secondary school (high school)	Leadership qualities can be developed for students in middle school and the 1st year of secondary school.	1	5.56
	The earlier in the primary and middle school levels the more she is ready to learn leadership principles.	1	5.56
	Comparing middle to secondary school, age makes a difference in way of life and thinking.	1	5.56
	Middle level ages think different from secondary level ages in teaching activities and leadership qualities.	1	5.56
Instructional, extracurricular activity, leadership understanding activity	Age is important to the extent that it influences taking responsibility in leadership training.	1	5.56
	Interest peaks in primary school leadership role play and falls in middle and secondary levels.	1	5.56
	Leadership is a personal trait a student grows up that can be developed, where as an introvert can't.	1	5.56
	Leadership can be developed at any age with variation in type of learning activity and interests	1	5.56
Uptake of leadership instruction by students	Age has a partial influence on the possession of leadership qualities for middle school students.	1	5.56
	Student leadership is an age characteristic of personality, educational environment, and family problems	1	5.56
	Age makes a difference in access to natural leadership of life situations, knowledge, and optionality	1	5.56
	Mastery, skill, style, individual differences and teacher choices influencing leadership all vary by age.	1	5.56
Educational environment	What matters most in the school level is a good educational environment that brings out their leadership skills.	1	5.56
	Educational environment activities of the school are affected by confidence of age by subject, lesson, situations	1	5.56
	Educational environment activities to develop leadership qualities are suitable for the student's age stage	1	5.56
Maturity	Age makes no difference. Maturity varies as children age. Technologies can compensate.	1	5.56
	I think it's the same leadership qualities, but they differ in activities according to the age of the students.	1	5.56
Relative ease or resistance of uptake	Younger ages are easier to influence about leadership, especially middle and secondary school students	1	5.56
	Totals	**18**	**100**

Note: Taken from medium nodal frequency responses aligned with the pre-coding scheme qualitative interview responses by 18 teachers responding to the question Q4a posed above. Responses were given in sentences and paragraphs (Appendix I & J).

Major Themes

Theme 1: Instructional and Extracurricular Activities to Develop Transformational Leadership Qualities in Middle and Secondary School Students in the KSA Should Be Based Upon a Multifactorial Concept of Personal Traits and Social Skills

The first theme was leadership was conceptually made up of two parts: personal traits and social skills. Thus, it was prescient when the analytical decision was made in the study to code the frequently described monolithic concept of leadership into the duality of personal traits and social skills. This division could be especially useful in the field of education because one might say that informal leadership education begins long before entry into formal schooling, from the earliest days of life. Accordingly, the first part of the leadership duality concept is that leadership education of children begins at home in a family setting that can include parents, siblings, extended family, friends, neighbors, relatives, informal gatherings, and church services, where children likely learn a set of personal traits such as personal motivation, honesty, courage, empathy, self-reflection, and learning from their own mistakes and those of others. They learned some of these personal traits informally through trial and error in pick-up play, games, and sports in their home neighborhoods, and in the process began to build confidence in their own capabilities.

The second part of the duality of leadership education was that children encountered education outside the family and friendship circle in the more formal settings of primary school, middle school, and high school, where they learned social skills in problem solving, teamwork, persuasion, and decision makings. There could be some confusion in this concept of duality in that the boundaries between personal traits and social skills were not hard and fast, in that some leadership qualities could be both personal traits and social skills. Problem solving and critical thinking, for example, could be interpreted as fitting both personal traits and social skills.

In analyzing the study data about which are the most important leadership qualities that students should have to enhance the strategic plan of the KSA Vision 2030, the most frequently cited leadership quality was "confidence." This is apparent in Table 2 and even more clearly suggested in Table 3, where the two concepts are seen separately. Participating teachers in the survey described confidence as the most frequently mentioned leadership quality in 13 out of 70 choices (19%) in Table 2. While confidence could be technically accurate in being considered a leadership trait, it might also be thought of as not as important as such leadership actions as leading people in a new direction, shaping the future, making things happen, developing talent, or creating a strategy of transforming a losing situation into a winning one. In other words, personal leadership traits such as confidence, honesty, trust, empathy, respect, and courage, while being associated with leadership actions, might not be what some might call the most essential parts of leadership. After all, it could be argued that people can be confident without being good leaders, or conversely, leaders can lead without necessarily being confident. It is important to make this clarification, as Table 2 contains a mixture of personal leadership traits such as confidence as well as leadership actions and social skills such as effective communication. Effective communication in Table 2 was designated as a social skill that was selected as the second most important leadership quality, in 7 of 70 choices (10%), by participating teachers.

Another sub-theme of the leadership concept was it can be problematic to think of singular leadership qualities on a stand-alone basis, when in fact leadership was more likely conceived as being a synthesis of many personal traits and skills. While stand-alone leadership qualities attract attention for their simplicity of understanding, the reality is that leadership is more likely a multifactor complex construct. This might explain why participant teachers in this

study selected as many as 17 uniquely different terms to capture the meaning of leadership

(Table 2). With 70 terms mentioned by participating teachers in their interviews, every

participant on average chose more than 4 (4.12) different terms to try to capture the best meaning

for leadership. In a further revelation, these study participant teachers also selected the leadership

terms found in the personal trait category by a ratio of more than 2:1 over the social skills

category (Table 3). Ironically, it was the social skills that teachers spend most of their time

teaching in classroom settings. Many traits in the personal trait listing could also possibly be

taught through private efforts outside of school, in religious training and extracurricular activities

such as team sports. Ironically, it may be that only two of the top four leadership qualities shown

in Tables 4 and 5 can be taught in an educational setting, effective communication and problem

solving, which could be why the other leadership qualities may have been selected by participant

teachers.

Theme 2: Less Than a Third of the Leadership Qualities Identified, the Social Skills in Particular, were Likely to be Able to be Taught in Middle or Secondary School as an Instructional Activity

Another theme made clear in these interviews (Tables 6 and 7) was that whatever

leadership quality was ideal to possess may not have been possible to achieve or acquire in

school. If the subcode called "activities" that students could engage in to effectively learn and

develop leadership traits was analyzed, consensus was that students would: participate in an

extracurricular activity such as participating in student organizations (interest clubs, social

groups) and student government; take an understanding leadership course in which a separate

course on leadership development and application of leadership skills; and/or engage in an

instructional activity such as individual presentations (Table 6). Although teachers were divided

on engaging in these options, it was interesting that all three of these suggestions accumulated

38% on a frequency distribution basis of the choices as compared with 12 other choices that were at 5% each and one choice at 0%. It was notable that teachers could be engaged in spending time in all three of the subcategories because they were not personal traits but, instead, traits that students can be trained to master. When the three subcoded categories "extracurricular activity" (38%), "instructional activity" (29%) and "understanding leadership" (29%) were broken down (Table 7), extracurricular activity was selected the most frequently (38%). Extracurricular activity may or may not have been participated in by teachers because much of it could be participated in voluntarily outside of school, so this category again was not necessarily a category of activities teachers could contribute a lot of their time and energy to, because they could be outside the official boundaries and budget of the schools. The understanding leadership category might also not be something teachers engaged in, as most teachers were not necessarily leadership experts, although they led their classes, and students may or may not get this training on the internet or from other sources.

Theme 3: Some Teacher Assessments Did Not Align With other Teacher Assessments of Student Choices

The overarching theme here was that some teachers' assessments of many of the student choices did not align with other teacher's assessments. For example, some participating teachers expressed their ideas about what were the most important educational or extracurricular activities that a student could engage in or use **hypothetically** to enhance the understanding, acquisition, and development of the most important leadership qualities in Question 2a. On the other hand, when some teachers were asked in Question 2b how they thought students had gained experience, skills, or abilities in overcoming difficulties through extracurricular or educational activities as an expression of student action vs. teacher speculation, they expressed ideas contradicting their own perspectives portrayed in theme 2a (Table 8 compared with Table 9). By

a wide margin, study participant teachers **hypothetically** said that students selected the top three lines of instructional activities subcodes displayed at the top of Table 8, making up 14 of the 31 choices which made up 45% of total choices they could have selected. The subcode categorical selection in Table 9, however, displays the teachers' assessment of students' **actual** choices as the instructional activity subcode responses (18 of 31 or 58%) dominated extracurricular activity (9 of 31 or 29%) as well as the understanding leadership activity (4 of 31 or 13%).

Theme 4: Background Demographic Leadership Experiences and Skills Teachers Self Identify as Possessing May Not Cover the Leadership Experiences and Skills That Students Need to Learn.

The overarching theme based upon interview responses shown in Table 10 was that while both unique and general positive impacts were received by students from teachers based upon the social and demographic backgrounds of teachers, teachers suggested that, while both unique and general types of impacts were helpful and appreciated, unique impacts may have been preferred. This is not good news from an efficiency standpoint, as by definition unique impacts require more resources than general impacts, including teaching hours, to teach in public schools. Participating teachers suggested that four key social and demographic teacher characteristics, within a context of a composite set of social and demographic characteristics, could have an impact upon middle school and high school students, including the teacher's field of study, or the specific special skills that teachers possessed and have perfected; and a unique scope of impact upon students by their teachers, or a general scope of impact upon students by these teachers (Table 10). In a summary of these relationships, responses suggested that the combination of teacher field knowledge-based backgrounds with unique impacts had a greater influence on students than skill knowledge-based general impacts, as can be seen on the bottom of Table 10.

On a detailed level, an array of different unique and general impact methodologies in a variety of cases were described in the table.

Theme 5: Demographic Teaching Experiences and Skills That Have the Most Leadership Impact Upon Students Were Scarce in This Sample of Teachers, Suggesting That More Qualified Teachers Could Be Required or the Present Teachers Needed to Acquire Additional Experiences and Skills

The theme here was similar to theme four. The demographic scope of teaching backgrounds and approaches that have impact on only some students dominated what this group of teachers contributed to their students. Conversely the approaches that had the most impact were scarce and therefore required more human teaching resources. A further analysis of question 3b (Table 11) looked at whether the unique and/or general impacts of participating teachers had some overall impact or the most overall impact, and study participant teachers suggested that the consideration or judgment that "some" overall impact was the appropriate choice was twice as important as "most" overall impact in a ratio of two-thirds to one-third. This seemed to be a reasonable estimate, given the difficulty of knowing or measuring the impact with any kind of objective knowledge opportunity or scale of measurement. A more nuanced analysis of teachers' assessments of these calls can be seen in Table 12.

Theme 6: The Most Leadership Learning Absorption Potential For Students was Based Upon Student Demographics in the Lower Primary and Middle School Levels, While the Most Student Maturity About Leadership Skills Fell in the Higher Secondary School Level

The overarching themes here were that the primary skill traits were thought by teachers to have the greatest chance to be absorbed by students in the primary and middle schools rather than the high schools. Additionally, most of the personal traits, such as confidence, had the greatest chances of being learned at home. Individual maturity in working with others began in high school. Questions 4a and 4b and Tables 13 to 16 flip the research question script in asking how might the social and demographic characteristics of the students have impacted the way the teachers thought about the students' leadership qualities, educational and extracurricular activities, and understanding of leadership. The broad thematic takeaway introduced two unexpected responses. First, the study's participating teachers provided insights about variations in approaches of teachers in three of the four levels of schooling: two primary school levels, one middle school, and one secondary (high) school. Second, points were made about the two major centers of influence or educational environments of the students: personal, home, family, and out-of-school private extracurricular environments where the student can be alone or with family and friends, all of which can influence student learning and behavior; and school environments including the classroom and extracurricular environments outside the classroom, but within the school boundaries such as the school radio facility or sports and play environments where teachers could observe, participate, and/or provide interaction. Indicators of both these points can be seen in Table 13, in which 10 subcode factors are considered listed in the left-hand column under subcode. It is here that we see the frequency distribution as a "tell" about where teachers' observations and opinions lie. In Table 13, which is a categorical summary of responses, it is clearly a strong theme based on the outsized frequency responses, when we observe that 9 of 21

(42.8%) responses are given by teachers about leadership variations in primary, middle, and secondary schools. The summary is in the first line of Table 13, but the detail of what study participating teachers actually said in the interview is presented in Table 14, where the responses are all about which level of school was the best environment for leadership learning. Addressing theme 1, the principal comments from teachers were how the most leadership learning was experienced in primary and middle schools, and conversely how the least learning may have been occurring at the secondary, high school level. The suggestions were that not only were students more receptive to ideas about leadership in the lower grades, but the teaching of leadership was more creative and forthcoming by teachers in the lower grades. Another theme related to this topic is that some teachers expressed a countervailing trend that more students appeared to reach a maturing stage about leadership learning and being in the secondary (high school) level. This could be countervailing in the sense that, just when students were mature enough to understand more nuances of leadership, their teaching support may not have been quite up to the task. However, student peers in high school may have been critical in their learning how to work with others through cooperative engagement in extracurricular activities such as the school radio, team sports, and other extracurricular activities. Ironically, extracurricular activities occurred both in and out of the school walls, and teachers' attention may have been limited mostly to what happened within the school facilities. In the personal notes I took during the interviews, I noted that middle school teachers appeared to be more excited and enthusiastic about teaching leadership to students than the more sedate high school teachers. This could just be anecdotal evidence, but still noteworthy. Similarly, the commentary by teachers seen in Tables 14, 15, and 16 suggested an unexpected story about the unequal match of interest between the students and teaching faculty at the primary, middle, and secondary levels. Another

key point was that some teachers were quite vocal and aware of the importance and significance of the home educational environment in producing students that were also being shaped and formed by parents who were well versed in practical leadership skills and values in the real world, points supported by the transformational leadership research findings of Poutiatine (2009). Having students well supported by parents provided the substantially more receptive capacity to leadership training by teachers.

Theme 7: Student Confidence was the Most Important Part of At Least Three or More Leadership Holistic Personal Traits and Social Skills Students Should Have That Could Enhance the Strategic Plan of KSA in 2030

Overall, the narratives of those teachers spoke of confidence not just as an isolated leadership quality but as a part of a holistic thematic contribution summarizing the key findings of this study. Confidence was a powerful concept that had multiple definitions, which meant that teachers who selected confidence as a key word to define the most important leadership quality could have been referencing some or all of these different meanings. Confidence was not only a certainty of knowing something, but was the certainty in knowing one could express well what they knew and also the certainty of reliably predicting the control one had over the communication of the idea and the impact or outcome it would produce. Confidence was a control over one's own nature, skills, and capabilities in addition to projecting communication certainty. Confidence in leadership was also a kind of fearlessness about the outcome of taking a stand, of initiating something new, and of explaining something at a very high standard in a manner that one could predict the outcome with accuracy. It thus fulfilled many of the uncertainties inherent in the teaching environment of the school. As one might guess, synthesizing all of these kinds of confidences all together was rare. The eleven narratives taken directly from the transcripts are listed here in sequence. The first five participants were middle

school teachers, and the remaining six were high school teachers. Participant 5 was a middle school teacher who got the closest to mimicking the frequency distribution at the top of Table 2. Entire responses to interview question 1a are shown below to illustrate the nuanced responses modifying the one-word or two-word summary of the entire responses shown in Table 2, to simplify the study results about the most popular response given, i.e., "confidence."

Participant 1. "Students must have self-confidence, responsibility, and giving time its due . . . and that the student has a clear plan for future things. . . . I happened to have some students setting their goals that cannot be achieved until after a year or two and maybe ten years … there are also those who said that she is a beginner in memorizing parts of the Qur'an but wants to finish the completion of the Qur'an."

Participant 2. "Gaining confidence and giving her the opportunity to express her opinion, and these are the most important basic qualities . . . also sharing with her colleagues and expressing opinion, and making decisions . . . when a student explains a certain paragraph, she feels that she takes the role of a teacher, this is a great confidence that the student takes, and also knowledge of new technologies and programs that they know and use in the explanation process."

Participant 3. "Self-confidence, problem-solving ability and attention to time are also very important."

Participant 5. "They must have high self-confidence and the ability to dialogue, discuss, express an opinion and the ability to make decisions, all these qualities must be available in students so that they can succeed in the future and benefit their country and themselves after that."

Participant 10**.** "I think self-confidence, honesty, student motivation and encouragement, these are four person."

Participant 13**.** "The most characteristic is the confidence, courage and culture that the student has, whether in any field, because this enhances the leadership personality of the student, I note that culture in any field affects the leadership personality."

Participant 15**.** "Honesty as well as self-confidence when the student is accustomed to stand in front of herself in front of the mirror and tries herself as how to make decisions at home between her family and sisters, training on those qualities and self-confidence is the most important characteristic, whether she is a student, teacher or director, she must have self-confidence."

Participant 17**.** "Critical thinking, courage and self-confidence when asking and answering the question, as well as punctuality . . . The this point and asks for clarification of this point."

Participant 18**.** "Honesty, confidence, self student has courage and self-confidence when asking a question to the student, as she comes to discuss this question, and sometimes the teacher is wrong about a point, so the student comes and discusses reflection, learning from the mistakes of others, time management and critical thinking."

Participant 21**.** "Self-confidence, decision-making, discussion and dialogue with colleagues, and sometimes it is opposed, we as teachers when a student appears opposed, we believe that it is one of the most important leadership qualities of students."

Summary

A group of ten middle school and eight high school teachers in KSA expressed their opinions about instructional and extracurricular activities that develop leadership qualities in middle and secondary school students in KSA. A qualitative case study analysis was then conducted using semi-structured open-ended questions that were translated, transcribed, and then analyzed using NVivo 11 software. Questions were structured based upon Bass's (1985a; 1985b) coded transformational leadership theory, KSA reforms under the Vision 2030 strategy, and Poutiatine's (2009) nine principles of the transformational process. The data analysis resulted in seven major themes reflective of the present attitudes, experiences, and skills of this group of teachers and their opinions of the students in their classes. Student confidence was identified as the most important leadership quality these teachers thought their students should have regarding the instructional and extracurricular activities that develop leadership qualities in middle and secondary school students in Saudi Arabia.

Chapter 5: Discussion, Recommendations and Conclusions

This study investigated the opinions of 18 seasoned public-school teachers employed by KS in one middle public school and two secondary public high schools in Riyadh, the Capital and largest city of KSA. These opinions represented a small fraction of the approximately 110,000 public and private middle and secondary high school teachers in KSA. The purpose of the study was to explore the instructional and extracurricular activities that could be used to develop transformational leadership personal traits and social skill qualities in adolescent middle and secondary public-school students in KSA. Accomplishing the creation and execution of a significant curriculum change could fulfill the objectives of the KSA Vision 2030 strategic plan to increase the socio-economic productivity of the KSA population by increasing the leadership capabilities of KSA public school adolescents.

I selected a targeted, qualitative, case study research design to interview these teachers using semi-structured, open-ended, interview and follow-up questions to probe insights that these teachers could have about a gap in knowledge that exists about public school leadership training in KSA. This research design was targeted to address a unique population of female teachers who have been in charge of educating adolescent females and who have largely been left out of the formal public school curriculum design and management process. These are teachers, who teach in a bureaucratic, centralized MOE-administered structure that has provided a gender-separated, highly standardized curriculum throughout KSA. The study design was thought of as an appropriate method to examine what was believed to be a novel situation for which there was little existing academic literature or experimental data.

The analysis employed Nvivio 11 software to assist in the examination of patterns of opinion preferences expressed by these teachers about incorporating transformation leadership

training into KSA public middle school and secondary high school curricula. The teachers were instructed to select what they thought were the most important transformational leadership personal traits and social skills instructional courses and extracurricular activities they believed would fulfill the Vision 2030 plan, based on their unique educational training and experience.

I selected transformational leadership theory, style, and principles as the single most appropriate leadership style found in the academic literature to research, that most closely matched the educational objectives of Vision 2030, to compare to what the teachers selected as their most favored personal traits and social skills. I rejected other literature known as authoritative or autocratic, delegative, laissez-faire, servant, or transactional leadership styles, conceptual frameworks, or theories.

Discussion

It is unusual to emphasize leadership as the national primary focus of early childhood public education, superceding the curricula that normally serves more prosaic purposes enabling developing children to merely navigate the basics of life, as in the standard skillsets of reading, writing, arithmetic, and religion (in Saudi Arabia) and social studies. Moreover, it is unusual, visionary, and potentially disruptive to depart from the basics because emphasizing not just traditional leadership but transformational leadership as the focal point of early childhood public education almost certainly will have to be a novel, transformational undertaking, requiring significant, perhaps holistic, changes to numerous existing and entrenched institutions such as the role of KSA MOE. Setting aside the national KSA purpose of becoming more financially independent from oil revenues, posing the notion of transforming childhood education to a more transformative leadership stance elevated beyond the unimaginative matter of fact has been an enlightening exercise that has been met with great interest on the part of the study participant

teachers. Capturing their responses and reactions in an ideographic phrase might sound something like, teaching and learning the basics of everyday living is one thing, but teaching and learning the basics of leadership is another. To elevate this even further in a metaphor, instead of being asked to teach children to learn simply how to read, we may soon be asking children to speed read. Alternatively, in some ways teachers might be teaching children how to read by way of taking children back to the children the teachers were at an earlier age in primary school when they were brimming with confidence, enthusiasm, and fearlessness as pioneers and explorers. This might have been a time when they were all together with their friends and teacher-mentors, who they enjoyed at a time when they would, because they could, explore, initiate, and innovate in original ways to their heart's content with fewer boundaries. To be certain, this is all very exciting, as many of us can remember at least the excitement when we could not wait to go to school each day, motivating each other by pushing each other further and further into each and every one of our friend's imaginations.

Is what the Crown Prince Mohammad bin Salman imagined to be possible in 2016 when he proposed the Vision 2030 objective? Certainly, significant changes will be required to accomplish this transformation, but it is possible, although clearly very visionary. Extending the metaphor, instead of producing high school graduates to apply for a safe job in a static world, KSA might be producing high school graduates that could be decidedly entrepreneurial, whose interactive productivity with other entrepreneurs could rapidly rise exponentially to benefit themselves as well as the nation. This is exciting, as it could very well be a transformational nation built on supercharged children that could certainly learn how to be anything they wanted to be if trained in the right way.

Returning to the theoretical and conceptual frameworks of this study to consider whether this new approach can work or not, the overall process of transformational change as an internal, process oriented behavioral leadership approach was first envisioned and described in the academic literature by Lewin (1947a, 1947b) and Burns (1978), who characterized transformational leadership as an idealized influence or charisma, inspirational motivation, intellectual stimulation, and/or individualized consideration. This was distinguished from the top-down positional power approach to leadership found in traditional childhood school systems. Later, Donaldson (2006), Oliver et al. (2011), and Zaff et al. (2017) suggested that transformational leadership was a quality of behavior that could be handed down from parents to children and also successfully taught by teachers using instructional and extracurricular methods. Popper (2000) described positive parenting by high achieving parents whose efforts were strongly supported by teachers, which was described as transformational leadership by Avolio and Gibbons (1988). Here, parents or teachers first would express high expectations for their children, which was subsequently followed up by significantly challenging them with increasingly higher amounts of responsibility. This entire process of elevation, pushing each other to higher levels of motivation and of morality, between parents and teachers as transformative leaders and children has been suggested to be a deeper, more sustainable reorganizing and restructuring type of change (Burns, 2003a).

Two of Poutiatine's (2009) nine principles of transformation described transformational change as including all aspects of an individual's life that was a movement towards greater integration of identity and wholeness. This description has the feeling of being closely aligned with the weight implied by the word transformational, meaning a process of travelling from one internal or organizational state to another. Other principles of Poutiatine (2009) were similarly

expansive; for example, broadening of a person's worldview, agreement to and acceptance of the changes to come, the idea of letting go of (presumably overly restrictive) controls in the face of change, enabling risk potential, embracing fear instead of rejecting it, recognizing the potential for loss, and recognizing change as irreversible. Finally, Poutiatine (2009) posited that removing the potential shackles of small changes in favor of larger changes, which came by requiring what he termed second-order change or taking the next logical step beyond the superficial, push any idea further forward.   With these theories and ideals of transformational change in mind, the major study findings can be put into the context of definitions and clarifications about transformational change in the form of findings.

Implications

The implications described here in the final chapter of this dissertation are a reduction of the content of interview transcripts into various combinations of seven synthesized themes, which have contributed to seven findings derived from the responses to semi-structured, open-ended interview questions that addressed four broad leadership research questions posed in the study.

Key Leadership Qualities Necessary for Middle and Secondary School Students

Research Question 1: In the opinion of teachers, what leadership qualities should students have?

Implication 1. A preponderance of the study participant teachers stated their opinions that personal traits were part of two thirds of the leadership qualities not likely or least likely to be able to be taught in school. The primary personal trait leadership qualities they emphasized were personal skills, which were in order of priority: confidence/decisiveness (19%), respect for others (7%) critical thinking (6%), honesty (6%), originality (6%), personal motivation (6%)

time management/punctuality (6%), courage (4%), empathy (3%), learning from mistakes of your own and others (3%), self-reflection (3%). Personal traits or personality traits were mainly learned at home or in the greater world of experiences, and not in the classroom in school. Personal traits or personality traits were described in the fundamental psychological and educational theories of brain and personality development (Deery, 2009; Leontiev, et al., 2017; McCrae, 2004; Meehl 1986; Vygotsky, 1983).

This implication aligns with Theme 1: Leadership is a multifactorial concept of personal traits and social skills, and Theme 2: Less than a third of the leadership qualities identified, the social skills in particular are likely to be able to be taught in middle or secondary school as an instructional activity under the current curriculum structure. Why is this? Are these results an anomaly or the result of some underlying simple issue? This is a point that could and should be verified in future studies, as it could be a significant problem in achieving the KSA Vision 2030 objective if only a third of leadership skills can be taught in middle and secondary schools. Perhaps this is a simple issue that could be solved by placing greater emphasis on extracurricular activities having a larger role in middle schools and primary high schools.

Implication 2: Primary social skills are part of the one third of leadership qualities that were likely to be able to be taught in school. The primary social skill leadership qualities prioritized by participant teachers were effective communication (10%), decision making (7%), teamwork (7%), persuasion skills (4%), goal setting (3%), and problem solving (1%).

This implication aligns with Theme 1: Leadership is a synthesis of multifactorial concept of personal traits and social skills and Theme 2: Less than a third of the leadership qualities identified, just the social skills in particular, are likely to be able to be taught in middle or secondary school as an instructional activity under the current curriculum structure. This

implication also has interesting implications. If personal traits and social skills can be taught in primary schools, it could allow more time for students to develop leadership skills in middle school and high school. This also implies that, if more time was spent learning leadership skills, much more could be accomplished by students when they graduate from high schools.

Research Question 2: In the opinion of teachers, what instructional and extracurricular activities can be used to foster the understanding, acquisition, and development of leadership qualities in students?

Implication 3. It was mentioned by most participant teachers that there were many instructional and extracurricular categorical options that could be used to foster the understanding, acquisition, and development of leadership qualities in students, within either instructional classes or extracurricular activities. For example, in instructional projects, all group projects required a leader or leaders. On the other hand, voluntary projects at a church, for example, or self-generated charity projects also required leaders. What was important was that there was some kind of project in either category in which the student could or should be assigned a leadership role, so that they experience taking responsibility for making something of a project that they could control. According to some participant teachers, leadership student assignments within instructional classes ensured student leadership responsibility, which guaranteed practicing and learning leadership qualities. Structuring leadership opportunities was mentioned by several teachers as being the important precursor, providing leadership opportunities that were preferable to just taking a class where there were primarily instructional activities that were likely to be void of student leadership engagement. The school radio was frequently mentioned by five participant teachers, which comprised almost a third of the study sample population of teachers.

Structural catalysts of leadership behavior were also mentioned by some. Reading, for example, was mentioned as a catalyst, as was research or a project in which the student was individually responsible for leadership. This need not be complicated. If students were asked to read a book, presenting the book and leading a discussion about it can be a leadership skill-building exercise, should teachers decide to make it so. Both personal traits as well as social skills can be learned and discussed using a book report as a springboard. This was in the category of applying knowledge learned by presenting it to others and asking their opinion about what has been discovered. The challenge was that many, if not most (two thirds), of leadership qualities were personal traits and these leadership qualities were not likely to be able to be taught in school. Activities held out-of-school in voluntary activities, however, generally offered more, longer lasting, and deeper leadership opportunities for students. The trick might be to connect a classroom activity to the out-of-school experience by engaging in a classroom discussion about it, led by students instead of just by teachers.

Extracurricular activity options were described by participant teachers in order of priority: participation in student organizations (interest clubs, social groups) and student government (6%); debate competitions on academic, philosophical, and social topics that are of interest to students (6%); participation in social responsibility, charitable, and volunteer activities (6%); participation in religious studies and self-learning (3%); participation in team sports (soccer, volleyball) (3%); and workplace visits (3%).

This implication aligns with Theme 2: Less than a third of the leadership qualities identified, the social skills in particular, are likely to be able to be taught in middle or secondary school as an instructional activity. There was little evidence presented by participant teachers in study interviews of leadership skills specifically linked with extracurricular activities, although

some teachers mentioned that students who worked at their school radio station gained confidence. Many teachers cited class projects that gave students leadership responsibility opportunities. Why not also integrate extracurricular activities into the classroom?

Implication 4. Primary social skills are part of the one third of leadership qualities that were likely to be able to be taught in middle or secondary school. There was a need for instructional activities to be concentrated on developing social skills, which were, in order of priority: effective communications (10%), decision making (7%), teamwork (7%), persuasion and influencing skills (4%), goal setting (3%), and problem solving (1%). Time was very limited because straight instruction takes up most of the face-to-face teacher-student time. However, there were ways to incorporate student opportunities to build their personal leadership traits, such as adding limited opportunities to projects like Power Point presentations, teamwork in classes that needed a leader, creating opinion-sharing discussions to boost self-confidence by enabling students to take responsibility, adding some scientific research sub-assignments to open up student minds, giving reading assignments to let the mind be free, enabling cooperation opportunities through teamwork assignments, and supplementing in-class work with extracurricular school radio presentations.

This implication aligns with Theme 2: Less than a third of the leadership qualities identified, the social skills in particular, were likely to be able to be taught in middle or secondary school as an instructional activity. This implication also aligns with Theme 4, supplementing missing teaching resources through forced leadership supplemental and extracurricular activities.

Research Question 3: What effects do sociodemographic characteristics of teachers have on their opinions regarding students' leadership qualities, instructional activities and extracurricular activities, and leadership understanding?

Implication 5. As can be seen in Table 11, six participant teachers (33.33%) felt that their personal demographics (education, specialization, years of experience) had some unique impact upon their students, and 6 participant teachers (33.33%) felt they had some general impact upon their students. Adding both of these together 6 + 6 =12 (33.33% + 33.33% = 66.67%) indicates that they thought most of the teachers had some impact, whether unique or general. In contrast, half as many teachers, 4 + 2 = 6 (22% + 11%), indicated that they had what they called the most impact upon their students. Examined a different way, a majority of teachers, 6 + 4 = 10/18 = (33% + 22% = 55%) thought they had more of a unique impact than a general impact 6 + 2 = 8 (33% + 11% = 44%). This implication indicates that 2/3 of teachers found themselves somewhat wanting in completely satisfying their students' expectations. The dominance of unique impact over general impact also could mean that teachers felt that they could be too specialized or individualized for particular students to be able to satisfy all of their students' expectations.

This implication aligns with Theme 2: Less than a third of the leadership qualities identified, the social skills in particular, were likely to be able to be taught in middle or secondary school as an instructional activity. This finding also aligns with Theme 3: Teacher assessments did not align with teacher assessments of student choices. This finding also aligns with Theme 4: Resources these teachers self-identify as possessing may not necessarily cover the leadership skills that students need to learn. This implication also aligns with Theme 5: Teaching resources that have the most leadership impact were scarce in this sample of teachers, suggesting more qualified teachers could be required in these schools. Alternatively, this phenomenon could

deserve a rethink by teachers, by asking them to come up with creative ways to engage their students in leadership exercises in the specializations they possess. Sharing unique teacher demographic experiences with students could expand student imaginations while engaging teachers more in their assignments, potentially benefiting both students and teachers.

Research Question 4: What effects do the sociodemographic characteristics of students have on the opinions of teachers regarding students' leadership qualities, instructional and extracurricular activities, and leadership understanding?

Implication 6. There is a need for instructional activities to be concentrated, beginning in primary and middle school. Teachers maintained that younger children were less resistant to ideas and more enthusiastic about learning in the earlier years, despite or because of their lack of maturity (Table 13). This implication aligns with personality development theory previously referred to (Deery, 2009; Leontiev, et al., 2017; McCrae, 2004; Meehl 1986; Vygotsky, 1983). This implication aligns with Theme 6: The most leadership learning potential lies in the lower grades while the most student maturity about leadership skills falls in the higher grades. This implication also aligns with personality development theory.

Implication 7. There is a need for extracurricular activities to be concentrated, beginning in primary and middle school, because confidence in students may be high as a result of parental teaching and confidence built up in the student's early years (Tables 14 and 15). Starting extracurricular activities early, perhaps earlier than they were presently starting, could signal to children that there was learning to be enjoyed in those activities, as well related to and through formal instructional training. Additionally, students starting early could allow more time and opportunity for learning to accumulate and to season students in more ways, enabling a longer timespan to gain confidence during their primary school and middle school years. Extracurricular

activities, or what might be called higher confidence building experiences, can possibly bridge the gap between social skills learned mainly through formal instructional training in school and personal traits or traits learned out of school, and provide unique lessons and learning opportunities that weren't accessible in typical instructional settings and contexts. The two learning spheres may be able to be more closely aligned and integrated.

This implication aligns with Theme 6: The most leadership learning potential lies in starting leadership learning in the lower grades while the most student maturity about leadership skills falls in the higher grades, and Theme 7: Confidence is the most important part of at least three or more leadership personal traits and social skills students should have that can enhance the strategic plan of KSA in 2030. Confidence naturally builds with practice and with having more opportunities to use what one knows. Having an earlier start in the school system could develop more confidence in more children, which could provide a better chance of fulfilled the Vision 2030 plan.

Recommendations for Future Research

This qualitative research study fits the concept of what a qualitative study should do in opening a new potentially rich area for future research. As previously mentioned, it is unusual to organize middle school and secondary school curricula around leadership in place of more prosaic curricula that focuses on the fundamental personal traits and social skills children need to better manage the rest of their lives as adults. The different focus on leadership, however, seems logical and appropriate for the KSA, which is facing national developmental issues that are likely too important to ignore. KSA, in its present state, is likely too dependent upon oil for its own good and its leaders are rightfully concerned about remaining that way in the future. Diversifying

the KSA economy and the skills of its populace to serve a more diversified labor pool requirement seems sensible and logical.

In this context, research to extend this qualitative study is a priority, now that some of the basic issues have been revealed by the opinions expressed here in the study. Many so-called soft issues, which deserve greater inquiry, have been expressed here. The most obvious and urgent questions seem to be educational and psychological in nature. Should more leadership education, or more aspects of leadership education, begin in primary school instead of secondary school? More research is called for here. It is generally known that younger children learn languages faster than older children and adults. Leadership social skills and personal traits might be learned at earlier ages if research can establish how that might be accomplished. It is known that young children are enormously creative at inventing stories and games, the very skills that are required in transformational leadership. It could make sense to find out through more research if these limits can be pushed much further. And, if that is the case, would other types of leadership be more appropriately presented in middle and secondary school? The participants in this study appear to believe that primary school could be a more receptive environment for teaching leadership qualities. Primary school education may have to be closer to what children learn about leadership at home, where this study indicated that two-thirds of the leadership personal or personality skills were learned.

Another promising area for research might be exploring what a more developed leadership-centered curriculum would look like, coordinated from primary school through middle school and secondary school? How much of personal trait leadership training can be transferred to the public school system and/or extracurricular activities at all levels? How can we better integrate extracurricular leadership opportunities located throughout local KSA

communities in public and private institutions (mosques, hospitals, media outlets, universities, private sector) into the primary and secondary school systems?

Another promising opportunity that seems logical is to explore how teachers incorporate more personal-trait training into instructional-based social-skills training courses or other types of non-leadership oriented classes to better address the imbalance of training in the home, which some students do not get, versus training in school. Additionally, investigating how the school system can help parents create better educational environments at home that elevate leadership training in personality development could be done by research into successful home schooling methods. Home schooling is a rapidly growing alternative school system in the United States. Between 2016 and 2021, the compound annual growth rate of home schooling was estimated to be 10.1%. The National Home Education Research Institute (2023) reported that, in 2020, there were 2.65 million home schooled students in the United States, which had grown to 3.7 million in 2021 and 4.3 million in 2022. While this large spike in home schooling was likely due to the COVID-19 pandemic, when participation doubled, the major reasons for homeschooling in the United States are parents desiring a safer learning environment, better academic quality, emphasis on family, lower costs, and opportunities to integrate religious training in the curriculum (Kaminski, 2023).

Conclusion

This has been a targeted qualitative case study exploration of 18 active professional teachers' opinions regarding instructional and extracurricular activities used to develop leadership qualities in middle and secondary school students in KSA. The study is one step in the process of fulfilling the policy goals of KSA to restructure the basic educational system of KSA in order to diversify KSA's overdependence on diminishing oil reserves and revenues by

transforming the citizens of KSA into a more diversified and economically productive society. The KSA hopes to elevate the leadership skills of citizens, beginning in grade schools, to enable them to work in a broader array of professions in deeper and more productive ways in KSA, as well as in many more places throughout the world where Saudi citizens work and travel.

While it may not look like it, this is a major change in KSA public policy, an opportunity placed at the doorstep of KSA educational institutions. One of the most fundamental questions this study addressed was, what leadership qualities should secondary school students be taught to successfully drive economic diversification in the KSA economy? Although the findings of this study have limited generalizability because of the qualitative case study approach with a small sample population, secondary school teachers clearly expressed what transformational leadership qualities matter most to them, even though the school curriculum doesn't currently facilitate it.

Three of the most notable findings in this study were that a relatively large minority (13/70 = 19%) of teachers indicated that confidence was the most important leadership quality, in comparison to all other leadership qualities; only one third (23/70 = 33%) of the leadership qualities cited as important by study participants were the social skills that most likely would be able to be effectively taught by traditional means in KSA middle and secondary schools (effective communication, decision making, teamwork, persuasion and influencing skills, goal setting, and problem solving), although it is unclear how many of these leadership qualities are actually being taught now; fully two thirds (47/70 = 67%) of the leadership qualities cited as important were personal traits or personality traits that were known to either be learned at home from parents, siblings, or friends outside of school, or self-taught (confidence, respect for others, critical thinking, honesty, original thinking, personal motivation, time management and punctuality, courage, ability to learn from own and other's mistakes, and ability to self-reflect);

and many of the study participants thought that leadership traits and social skills would likely to be more effectively taught in pre-primary, primary, or middle school instead of secondary school. Being aware of these findings suggests that there are curriculum changes and class offering changes that may be able to mitigate these imbalances.

These findings imply that if transformational leadership is to be taken seriously as a singular organizing principle of KSA early childhood education, significant structural changes in early education curricula will likely also have to be implemented, along with a realignment of qualified teaching staff. For example, it may be possible to include more personal trait leadership training within the context of instruction training curricula for social skills, just as it may be possible to add personal leadership training within the context of other non-leadership classes without having to change curricula, by slightly modifying course content using the awareness that personal trait leadership training is important to include wherever it can be easily added.

What should be kept in mind in considering the validity and generalizability of this material is that these schools are in a transition period in governance, as they are still being operated mainly from the central government MOE and do not have autonomous control over their curricula. Nevertheless, these teachers were quite aware of what they could and could not do to educate their students within the current system. What this study has revealed is a school system in transition, not quite transformed yet, but mindful of what may be coming soon and what might need to be changed to more closely fulfill KSA's national objectives. Clearly, although potentially disruptive, changes can be made to curricula, staffing, recruitment, internalizing extracurricular activities, or forming linkages with external organizations that may provide helpful extracurricular activities, and changes can also be made to parent-teacher interactions to integrate leadership training in both the home and the school.

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Appendices

Appendix A: IRB Approval

UNIVERSITY OF THE
INCARNATE WORD

April 10, 2023

PI: Mrs Mona Alkathiri
Protocol Title: Exploration of Teachers' Opinions Regarding the Instructional and Extracurricular Activities to Develop Leadership Qualities in Secondary School Students in Saudi Arabia
Review Category: Exempt
Expiration Date: 4/10/2026

Project Link: https://uiw.forms.ethicalreviewmanager.com/ProjectView/Index/1315
Reference Number: 2023-1315-EX

Hello,

Your request to conduct the above study has been determined to be Exempt from federal regulations governing human subjects research and therefore exempt from annual review.

The following exemption categories apply:

- Category 2: Research that only includes interactions involving educational tests, survey procedures, interview procedures, or observation of public behavior.

Approved documents:

Document Type	File Name	Date	Version
Other Supporting Documents	Mona Ministry of Education Approval	01/04/2023	1
Other Supporting Documents	Dr. Love's training is complete(CITI)	02/04/2023	1
Instruments for Data Collection	Mona Alkathiri- Interview	02/15/2023	1
Instruments for Data Collection	Mona Alkathiri- Interview AR	02/15/2023	2
Other Supporting Documents	Mona Alkathiri-Pre-screeing	02/15/2023	1
Other Supporting Documents	Mona Alkathiri-Debriefing Questions	02/15/2023	1
Recruitment Materials	Mona Alkathiri-Informed Consent	03/11/2023	1
Recruitment Materials	Mona Alkathiri-Reccruitment Flyer	03/11/2023	1
Other Supporting Documents	Schedule Your Telephone Interview Appointment with Mona Alkathiri	04/03/2023	1

Please keep in mind the following responsibilities of the Principal Investigator:

1. Conduct the study only according to the protocol approved by the IRB.
2. Submit any changes to the protocol and/or consent documents to the IRB for review and approval prior to the implementation of the changes. Use the **IRB Amendment Request** form.
3. Ensure that only persons formally approved by the IRB enroll subjects.
4. Report immediately to the IRB any severe adverse reaction or serious problem, whether anticipated or unanticipated, using the **Unanticipated Problem/Protocol Deviation Report**.
5. Report immediately to the IRB the death of a subject, regardless of the cause.
6. Report promptly to the IRB any significant findings that become known in the course of the research that might affect the willingness of the subjects to participate or continue to take part in the study.
7. Ensure completion and maintenance of an active (non-expired) CITI human subjects training certificate for all individuals on the protocol.
8. Close the protocol after the project's completion. Use the **IRB Closure** form.

Approval may be suspended or terminated if there is evidence of a) noncompliance with federal regulations or university policy or b) any aberration from the current, approved protocol.

if you wish to continue the study, submit a continuing review request before . If the study is active on it will be administratively closed.

If you need any assistance, please contact us.

Sincerely

Office of Research and Graduate Studies
Research Compliance
University of the Incarnate Word

Appendix B: KSA Ministry of Education Approval

Ministry of Education

Agency of the Ministry for Planning and Development

Education Policy Research Center

Ministry of Education

No. 4400631318

Date: 11/06/1444 ()

Attached:

His Excellency the Director General of Education in Riyadh

Greetings to you

We inform Your Excellency that the graduate student researcher / Mona Saad Alkathiri (National ID: 1108597954), is preparing a scientific study entitled (Exploration of Teachers' Opinions Regarding the Instructional and Extracurricular Activities to Develop Leadership Qualities in Secondary School Students in Saudi Arabia), and to complete the requirements of the study The researcher will collects data from teachers of intermediate and secondary school students in general education schools in the city of Riyadh in the Kingdom of Saudi Arabia.

We hope that your Excellency will kindly direct those who are required to facilitate the researcher's task to apply the study tool by answering the (interview) questions, noting that the study and the attached research tool (the interview) have been reviewed, and there is nothing to prevent it being applied to the target sample, through the next Barcode:

For inquiries, you can contact the researcher. The researcher's mobile phone: 0557272855, e-mail: ziad.h.s @hotmail.com

Sincerely

Director General of the Education Policy Research Center

Prof. Adel bin Salah Abdul-Jabbar

Appendix C: Qualitative Interview Protocol and Questions

Date: _____

Name: _____

Pseudonym of Personnel Interviewed and Designation: _____

Time of interview: _____

Introductory Telephone Interview

I will be asking you questions dealing with your first-hand direct experiences training secondary school children in grades 7 through 12 about expanding and deepening their understanding and application of leadership. These will be questions about these students acquiring (a) personal traits as leadership qualities through (b) instructional activities and (c) extracurricular activities.

By personal leaderships traits, I mean traits such as: trust, honesty, decisiveness, courage, critical thinking, personal motivation, self-reflection, learning from your own and others' mistakes, empathizing, original thinking, time management and punctuality**;**

By instructional activities, I mean instructional activities such as: individual presentations, group work on the same project, academic projects that require learning by example, academic projects that require further research, learning activities that require applying knowledge across various academic subjects; and

By extracurricular activities, I mean workplace visits, participation in religious studies and self-learning, participation in team sports, participation in team sports (soccer, volleyball, etc.), participation in student organizations (interest clubs, social groups, etc.) and student government, debate competitions on academic philosophical, and social topics that are of interest to students, participation in social responsibility, charity, and volunteer activities.

And by extracurricular activities inside and outside of classes, I also mean reading books on great leaders and their leadership, learning the history of leadership, learning from community and religious leaders, scientists, businessmen, artists, and academics making presentations at schools, and separate courses on leadership development and application of leadership skills.

In formulating your responses to the questions I'm going to ask you, I'd like to ask you to think about and focus upon individual cases of students you've taught so your responses can be based on specifics.

Interview Questions

IQ1a. In your opinion as a teacher, what is or are the most important leadership quality or qualities students should have that could further the KSA 2030 strategic plan?

Followup **IQ1b.** Can you give an example of a student who acquired what you think of as one of the most important leadership qualities? question

IQ2a. In your opinion as a teacher, what is the most important instructional or extracurricular activity a student can engage in that can be used to foster the understanding, acquisition, and development of the most important leadership qualities that could further the KSA 2030 strategic plan?

Follow-up question **IQ2b:** Describe how you think the student in your example gained experience, skills or capabilities to overcome difficulties through instructional or extracurricular activities inside or outside of your classes

IQ3a. What effect do sociodemographic characteristics you have as a teacher influence the opinions of a particular student you have had regarding acquisition of a student leadership quality or qualities that could advance the KSA 2030 strategic plan?

Follow-up question **IQ3b:** Do you think this is a uniquely influential situation, or to you see this affecting many other students you have had or will have?

IQ4a. What effects do the sociodemographic characteristics of students have on your opinion as a teacher regarding students' leadership qualities, instructional and extracurricular activities, and leadership understanding that could advance the KSA 2030 strategic plan?

Follow-up question **IQ4b.** What difference does age make in determining the possession of leadership qualities**?**

Appendix D: Coding Scheme

The first coding categories that will be entered into NVivo version 11 software correspond to the first of four research questions are addressed to the two parts in the interview questions for research question IQ1. Research question IQ1a: What is or are the most important leadership quality or qualities students should have that could further the KSA 2030 strategic plan? Follow-up IQ1b: Can you give an example of a student taken from your experience who acquired what you think of as having the most important leadership qualities?

Pre-coding identification of the most important leadership quality or qualities students should have that could further the KSA 2030 strategic plan? (Research Question 1, Interview Questions 1a)

Code: Transformational leadership theoretical/conceptual framework for leadership in Adolescents (as shown in Chapter 2 - Literature Review, as theorized by Bass, and conceptualized by Poutiatine (2009)

Subcode: Bass: Idealized influence
Subcode: Bass: Inspirational motivation
Subcode: Bass: Intellectual stimulation
Subcode: Bass: Individualized consideration
Subcode: Poutiatine: Transformation must is not synonymous with change
Subcode: Poutiatine: Transformation requires ascent to significant change
Subcode: Poutiatine: Transformation always requires second-order change
Subcode: Poutiatine: Transformation always involves all aspects of an individual's or organization's life
Subcode: Poutiatine: Transformational change is irreversible
Subcode: Poutiatine: Transformational change involves letting go of the myth of control
Subcode: Poutiatine: Transformational change involves some aspect of risk, fear, and loss
Subcode: Poutiatine: Transformational change always involves a broadening scope of worldview
Subcode: Poutiatine: Transformation is always a movement toward wholeness

Code: Although the theoretical and conceptual framework of leadership was defined by Bass and Poutiatine, perception of the most important leadership quality or qualities in this study was determined by the Saudi Arabian teachers selected as a sample population in this study. Their responses were coded with the aid of the the NVivo 11 software package used to analyze to interview data collected in this study.

Subcode: Social skill: problem solving
Subcode: Social skill: goal setting
Subcode: Social skill: decision making
Subcode: Social skill: teamwork
Subcode: Social skill: effective communication

Subcode: Social skill: persuasion and influencing skills
Subcode: Personal trait: trust
Subcode: Personal trait: honesty
Subcode: Personal trait: respect for others
Subcode: Personal trait: decisiveness
Subcode: Personal trait: courage
Subcode: Personal trait: critical thinking
Subcode: Personal trait: personal motivation
Subcode: Personal trait: ability to self-reflect
Subcode: Personal trait: ability to learn from own and others' mistakes
Subcode: Personal trait: ability to empathize
Subcode: Personal trait: original thinking
Subcode: Personal trait: time management and punctuality

Pre-coding identification of a descriptive example of a student who acquired what you think of as having the most important leadership qualities (Research Question 1, Interview followup question 1b)

Code: Perception of the theoretical and conceptual character, social skills and personal traits of a selected case study

Subcode: Inputed theoretical, conceptual characteristics
Subcode: Social skills and personal traits

The second coding categories that will be entered into NVivo version 11 software correspond to the second of four research questions are addressed to the two parts in the interview questions for research question IQ2. Research question IQ2a: In your opinion as a teacher, what is the most important instructional or extracurricular activity a student can engage in that can be used to foster the understanding, acquisition, and development of the most important leadership qualities? Follow-up question IQ2b: Describe how you think the student in your example gained experience, skills, or capabilities to overcome difficulties through instructional, extracurricular, or understanding of the leadership activities inside or outside of your classes.

Pre-coding of instructional or extracurricular activity a student can engage in that can be used to foster the understanding, acquisition, and development of the most important leadership qualities (research question 2, interview question 2a)

Code: Instructional activity:

Subcode: individual presentations
Subcode: group work on the same project
Subcode: academic projects that require learning by example
Subcode: academic projects that require further research through experimentation

Subcode: learning activities that require applying knowledge across various academic subjects

Subcode: development of English competency as a lingua franca

Code: Extracurricular activity:

Subcode: workplace visits

Subcode: participation in religious studies & self-learning

Subcode: participation in team sports (soccer, volleyball)

Subcode: participation in student organizations (interest clubs, social groups) and student government

Subcode: debate competitions on academic, philosophical, and social topics that are of interest to students

Subcode: participation in social responsibility, charitable, and volunteer activities

Code: Understanding of the leadership:

Subcode: reading books on great leaders and their leadership

Subcode: learning the history of leadership

Subcode: community and religious scientists, business-people, artists, and academics should make presentations at schools

Subcode: students should have a separate course on leadership development and application of leadership skills

Pre-coding identification of a descriptive example of a student who gained experience, skills, or capabilities to overcome difficulties through instructional or extracurricular activities inside or outside of your classes. (research question 2, interview question 2b)

Code: Perception of the theoretical and conceptual character, social skills and personal traits of a selected case study

Subcode: Instructional activity

Subcode: Extracurricular activity

Subcode: Understanding of the leadership activity

The third coding categories that will be entered into NVivo version 11 software correspond to the third of four research questions are addressed to the two parts in the interview questions for research question Q3. Research question Q3a: What effect do sociodemographic characteristics you have as a teacher that influenced the opinions of a particular student you have had regarding acquisition of a student leadership quality or qualities that could advance the KSA 2030 strategic plan? Follow-up question Q3b: Do you think this is a uniquely influential situation, or to you see this affecting many other students you have had or will have?

Pre-coding of sociodemographic characteristics you have as a teacher that influence the opinions of a particular student you have had regarding acquisition of a student leadership quality

or qualities that could advance the KSA 2030 strategic plan? (research question 3, interview question 3a)

Code: What are the pertinent sociodemographic characteristics of teachers
    Subcode: Affect on student of years of teaching?
    Subcode: Affect on students of specialized knowledge?
    Subcode: Affect on students level of educational attainment?

Pre-coding identification of a descriptive example of a teacher who could think this is a uniquely influential situation, or a situation affecting many other students she has had or will have? (research question 3, interview question 3b)

Code: Is this is unique case study or a situation affecting many other students that could advance the KSA 2030 strategic plan?

    Subcode: Evolved background affected some but not all students in advancing KSA 2030 strategic plan
    Subcode: Leadership background affecting many students in advancing KSA 2030 strategic plan

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The fourth coding categories that will be entered into NVivo version 11 software correspond to the fourth of four research questions are addressed to the two parts in the interview questions for research question Q4. Research question Q4a: What effects do the sociodemographic characteristics of students have on your opinion as a teacher regarding students' leadership qualities, instructional and extracurricular activities, and leadership understanding that could advance the KSA 2030 strategic plan? Follow-up question IQ4b: What difference do gender and age make in the determination of the possession of student leadership qualities in one or many students you have taught?

Pre-coding of the effects sociodemographic characteristics of students have on teacher's opinions regarding students' leadership qualities, instructional and extracurricular activities, and leadership understanding that could advance the KSA 2030 strategic plan? (research question 4, interview question 4a)

Code: What are the sociodemographic and family characteristics of students?
    Subcode: Personality
    Subcode: Maturity/cooperation with others
    Subcode: Ease of influencing children
    Subcode: Personal leadership traits
    Subcode: Educational environment
    Subcode: Family problems
    Subcode: Life situations
    Subcode: Knowledge
    Subcode: Optionality

Pre-coding identification of a descriptive example of a teacher who could think this is a
educational environment and outcome of leadership instruction, activities, and
understanding? (research question 4, interview question 4b)

What difference to these factors make in the determination of the possession of student
leadership qualities?

Code: What are the issues that affect some or many students?
    Subcode: Primary school, Middle School, Secondary (high school)
    Subcode: Instructional, extracurricular activity, leadership understanding activity
    Subcode: Interests
    Subcode: Relative ease or resistance of uptake
    Subcode: Uptake of leadership instruction by students

Appendix E: Recruitment Flyer

Exploration of Teacher's Opinions Regarding the Instructional and Extracurricular Activities to Develop Leadership Qualities in Secondary School Students in Saudi Arabia

PARTICIPATE IN RESEARCH

Principal Investigator:
Mona Alkathiri, doctoral student University of the Incarnate Word, San Antonio, Texas, USA

Location of Research:
• 2511- 435th Street, Almalqa District, Riyadh 13524, Saudi Arabia
email: malkathi@student.uiwtx.edu. The research will be conducted online at your own computer.

Purpose of this Research:
• What are the opinions of KSA teachers about the appropriate instructional, extra-curricular, and understanding activities that pertain to the development of leadership, social skills, and personal traits of KSA secondary school students. These are same qualities of leadership in KSA's secondary school students that were embedded in the context of the Vision 2030 strategy.

Eligibility Criteria to Participate in this Qualitative Interview Research:
• Credentials must include at least a bachelor's degree from accredited KSA university or School of Education.
• Professional development must include at least 10 months of training, including classroom experience in Education.
• Instructional experience must include 3 years of experience at her current school, subject specialization, and student leadership experience. Student experience would include development in student personal traits, instructional activities, and extracurricular activities.

Benefits and Risks of Participation in Research:
• Expressing your candid positions without the risks of disclosing your identity.
• Participants may skip, withdraw, or refuse to participate at any time without adverse affects to them, their standings at their school, for their relationship with me or the institution.
• You may quit the interview at any time for any reason without an explanation

Time Commitment Required of Participants:
• You will be asked questions dealing with your first-hand direct experiences training secondary school children in grades 7 thorough12 about expanding and deepening their understanding and application of leadership. The interview will take approximately 45-60 minutes.

Please email me to participate in this study at the following email address:
malkathi@student.uiwtx.edu

Appendix F: Informed Consent Disclosure

Introduction

I am Mona Alkathiri, a Saudi Arabian doctoral student at University of the Incarnate Word in San Antonio Texas, U.S.A. I am researching the opinions of the secondary school teachers of the Kingdom of Saudi Arabia (KSA) about the qualities that future leaders of the KSA will need to aspire to in the future to transform the KSA into an even better place. Specifically, I want to know what the secondary school teachers of the KSA think are the appropriate instructional, extra-curricular, and understanding activities that will best develop leadership, social skills, and the highest quality of personal traits of KSA secondary school students. These are the high standards of leadership qualities that were embedded in the Vision 2030 national strategy authored by Crown Prince Mohammad bin Salman to diversify the national economy away from an overdependence on oil production.

The study will employ a qualitative, case study research design as an exploratory method of studying the development of leadership qualities of KSA secondary school students in the KSA public school system. A purposive sample of between 15-30 active secondary school participants will be recruited from the target population of teachers currently employed in Riyadh, Saudi Arabia public, secondary schools. I will be collecting data by interviewing these teachers by telephone using semi-structured, open-ended interview questions following an interview guide that I created to allow the participants to speak their own minds openly and flexibility with minimal restrictions in responding. Some probing follow up questions will be posed to clarify participant's responses. Member checking will be carried out by confirming with each teacher what I understood to be the precise meaning of her responses to eliminate possible sources of bias. Data will be compiled and analyzed using QSR International's NVivo computer software to assist my analysis. The results of the study will provide an important contribution to further leadership education and development in KSA secondary school students.

Activities

If you are interested to be a participant, I will ask you to email me at: malkathi@student.uiwtx.edu

1. In that email, please confirm that you are interested in participating in the interview. I will respond to your email and ask you to reading through the informed consent material described here about the study;
2. If you believe you meet the inclusion criteria, verify that you would like to proceed with the interview, express your interest by setting up a phone appointment for you to call me by emailing me at malkathiri@student.uiwtx.edu with 3 suggested date and time optional choices so we can proceed with a 4-question 45–60-minute interview. I will respond to your email with the best option for my schedule;
3. Assuming you want to participate in this interview, please read then sign an informed consent form in which the project details have been described to you so you understand what the project is all about. I have made an effort in this description to inform you of the potential risks and benefits of participating to assure you that your security, safety, and confidentiality have been protected.
4. Call me at the appointed time we have mutually scheduled. At the end of our interview, I will let you know about a post-survey debriefing survey taking approximately 5 minutes about the interview experience that I would like you to take by returning your email to me with the questions answered on a form I will send you.
5. I am fully conversant in both English and Arabic, so I can speak with you in either language. However, I will start speaking with you in Arabic as I believe most of the study participants will be comfortable speaking in Arabic.
6. I will be available during the surveys at the following address in Saudi Arabia: Almalqa District, Riyadh 13524 Saudi Arabia.

Eligibility
You can participate in this study if you are:

1. Physically located in Riyadh, Saudi Arabia, and currently employed as a secondary school female teacher in the KSA public schools with: (a) **teaching credentials,** (b) **professional development training,** and (c) **instructional experience**.

Teaching credentials: Credentials must include at least a bachelor's degree from accredited KSA university School of Education.

Professional development training must include at least 10 months of training, including classroom experience in secondary school education.

Instructional experience must include three years of experience at her current school, subject specialization, and student leadership experience. Student leadership teaching experience would include development in each of the following categories: (a) **student personal traits** (b) **instructional activities**, and (c) **extracurricular activities.**

> **Student personal traits include:** trust, honesty, decisiveness, courage, critical thinking, personal motivation, self-reflection, learning from own and others' mistakes, empathizing, original thinking, time management and punctuality.

> **Instructional activities include:** individual presentations, group work on the same project, academic projects that require learning by example, academic projects that require further research, learning activities that require applying knowledge across various academic subjects.

> **Extracurricular activities include:** workplace visits, participation in religious studies and self-learning, participation in team sports, participation in team sports (soccer, volleyball, etc.), participation in student organizations (interest clubs, social groups, etc.) and student government, debate competitions on academic philosophical, and social topics that are of interest to students, participation in social responsibility, charitable, and volunteer activities, reading books on great leaders and their leadership, learning the history of leadership, learning from community and religious leaders scientists, businessmen, artists, and academics making presentations at schools, and separate courses on leadership development and application of leadership skills.

1. KSA subject or legal non-resident alien with a valid employment permit for higher education
2. Familiarity with KSA Vision 2030 strategic plan; and

You cannot participate in this study if you are:

1. Not a qualified, certified teacher.
2. Currently working as a teacher at a KSA private secondary school,
3. Currently studying as an active full time secondary or university student.
4. Actively suffering from any physical or mental disability that prevents you from coherently responding to verbal survey questions over the phone.

Your eligibility must be verified by the researcher before you can participate in the survey.

I plan to have a final sample size of N = 15 in this study.

Risks

This study poses minimal risks to participants. The debriefing questions consist of 4 items and follow-up questions are all professional in nature, meaning they do not contain any personal questions whose answers can identify the participants. The debriefing questions could inadvertently pose distressing questions although this is highly unlikely as these are professional questions that professional teachers are familiar with. Participants may skip, withdraw, or refuse to participate at any time without adverse effects to them, their standings at their school, for their relationship with me or the institution.

Benefits
This study presents a strategic opportunity and context to link the Kingdom of Saudi Arabia's (KSAs) educational leadership goals directly with the input of KSA public secondary school teachers and other educational influencers who have direct and indirect long-term relationships with the kingdom's junior high and high school students in classrooms and other community settings. Such an approach could have a transformational impact upon the technological and economic development of the students in the KSA in terms of leadership skills such as teamwork, critical thinking, creativity, and innovation, and this influence could in turn affect millions of citizens in the KSA in the long term. One of the most important potential outcomes of these study findings could be the suggestions of what would be the required instructional competencies for today's teachers in K-12. to lead the young citizens of KSA to a better place. This could very well be what the leadership has suggested - an economy and a K-12 system that stand on broader, firmer social, and educational grounds, so that students who are the leaders of subsequent generations to be able to perform, compete, and lead internationally in a stronger-based more diversified KSA economy.

Confidentiality

Each participant will be given a simple number code – Participant 1, Participant 2, Participant 3, and so on. A document connecting the codes will be created with the true identities of the participants that will be placed under lock and key in the personal possession of the researcher for the duration of the study, after which the document was shredded and discarded. Telephone numbers of the participants will only be known based upon the participants first calling the researcher, and their phone numbers being identified by the caller ID function on the researcher's phone. The call will be deleted after each occurrence to prevent anyone from accessing the researcher's phone and connecting the phone number with the caller. The bulk of communication with participants will be by email. After the end of the project, the participant emails will be deleted off of the researcher's computer and phone.

Interview questions will be asked in a way that do not blame to the participants so that they would be less likely to disguise a response for fear of retaliation (see Appendix A). Identity coding will be the primary and most effective way of preventing a connection disclosure of participant identities.

The data will be followed where it leads the researcher, driven by the participants. The study will not involve any intervention or outcome expectation, which minimizes a risk experience for participants. Beyond this, while there still is potential for harm to this population, all measures will be taken to protect the privacy of all participants. No participants will be assigned in the analysis and write-ups. In this study, the following issues and their implications will be critically considered: worthiness of the project; competence and boundaries; informed consent, benefits, cost and reciprocity; harm and risk: honesty and trust; privacy, confidentiality and anonymity; intervention and advocacy; research integrity and quality; ownership of data and conclusions; and use and misuse of results.

Interviews will be conducted telephonically, as mentioned earlier. These interviews will be recorded only after notifying and obtaining informed consent from participants to do so. Prior to recording the interviews, each participant will be advised not to self-identify themselves at any time during the interviews. The tape will be edited to eliminate errors to ensure that mistakes will not be Interviews will be conducted telephonically, as mentioned earlier. These interviews will be recorded only after notifying and obtaining informed consent from participants to do so. Prior to recording the interviews, each participant will be advised not to self-identify themselves at any time during the interviews. The tape will be edited to eliminate errors to ensure that mistakes will not be The tapes will be coded before taping in the following manner: Tape 1 will be participant 1, tape 2 will be participant 2, tape 3 will be participant 3, and so on. Each participant will be introduced on the tape by number. This piece of paper will be kept in the possession of the researcher in a secure location in the researcher's home so that nobody, but the researcher would have knowledge of and access to it. The paper identifying the participants and their related contact information will be destroyed following the completion of the study. The true identities of the participants never will be revealed at any time, nor will they ever be revealed in the future to anyone.

Numbers of the participants will only be known based upon the participants first calling the researcher, and their phone numbers being identified by the caller ID function on the researcher's phone. The call will be deleted after each occurrence to prevent anyone from accessing the researcher's phone and connecting the phone number with the caller. The bulk of communication with participants will be by email. After the end of the project, the participant emails will be deleted off of the researcher's computer and phone.

You will participate in one interview by telephone that will last 45-60 minutes. You will take one debriefing survey that should take 5 minutes to complete.

The data will be followed where it leads the researcher, driven by the participants. The study will not involve any intervention or outcome expectation, which minimizes a risk experience for participants. Beyond this, while there still is potential for harm to this population, all measures will be taken to protect the privacy of all participants. No participants will be assigned in the analysis and write-ups. In this study, the following issues and their implications will be critically considered: worthiness of the project; competence and boundaries; informed consent, benefits, cost and reciprocity; harm and risk: honesty and trust; privacy, confidentiality and anonymity; intervention and advocacy; research integrity and quality; ownership of data and conclusions; and use and misuse of results.

Interviews will be conducted telephonically, as mentioned earlier. These interviews will be recorded only after notifying and obtaining informed consent from participants to do so. Prior to recording the interviews, each participant will be advised not to self-identify themselves at any time during the interviews. The tape will be edited to eliminate errors to ensure that mistakes will not be Interviews will be conducted telephonically, as mentioned earlier. These interviews will be recorded only after notifying and obtaining informed consent from participants to do so. Prior to recording the interviews, each participant will be advised not to self-identify themselves at any time during the interviews. The tape will be edited to eliminate errors to ensure that mistakes will not be the tapes will be coded before taping in the following manner: Tape 1 will be participant 1, tape 2 will be participant 2, tape 3 will be participant 3, and so on. Each participant will be introduced on the tape by number. This piece of paper will be kept in the possession of the researcher in a secure location in the researcher's home so that only the researcher would have knowledge of and access to it. The paper identifying the participants and their related contact information will be destroyed following the completion of the study. The true identities of the participants never will be revealed at any time, nor will they ever be revealed in the future to anyone.

Contact Information
For questions, contact Mona Alkathiri by email: malkathiri@student.uiwtx.edu or
phone: (+966) 555990973.

My dissertation chair, Professor Dr. Ashley will supervise this research. You can contact her by email: aslove@uiwtx.edu or by phone in the U.S. at (210) 829-3171.

For questions about your rights or to report a problem or injury during participation, contact the Mona Alkathiri by email: malkathiri@student.uiwtx.edu. I will be available during the surveys at the following address in Saudi Arabia: Almalqa District, Riyadh 13524 Saudi Arabia.

Voluntary Participation
Participants may skip, withdraw, or refuse to participate at any time without adverse effects to them, their standings at their school, for their relationship with me or the institution.

Additional Costs
There are no participation costs.

Agreement
If you understand and agree to the described conditions of participating in this study, please indicate your agreement by marking yes in the box below.

1. I agree to the above consent.

   ☐ Yes

   ☐ No

Appendix G: Interviews

1st participant:

✓ A courageous, confident, proactive personality, responsive quickly and fluently, and familiar with many sciences.

Q1aMA (Question one A Mona Alkathiri): In your opinion, what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?
- Students must have self-confidence, responsibility and giving time its due.
Q1aMA: Is that all you want to say?
- I expect that this is all and that the student has a clear plan for future things, and I happened to have some students setting their goals that cannot be achieved until after a year or two and maybe ten years, and there is an example of this at the beginning of the year when I asked the students: What are your goals? Some of them were surprised and there are also those who said that she is a beginner in memorizing parts of the Qur'an but wants to finish the completion of the Qur'an, and there are also some goals that I did not like, but I gave them the right to talk about everything they want.
Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?
- For example, 'student initiative', for example, when I ask them to solve a question and the student takes the initiative to solve it, I think that this is a leadership trait, and this indicates her self-confidence even if she does not answer correctly and if she thinks about the same issue and yet takes the initiative to solve it, I like that initiative.

Q2aMA: In your opinion, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?
- First, I was asking them as a teacher to explain part of the lesson in any way, such as she wants to add questions to it or add a PowerPoint presentation to it to explain it or add a video clip, and I used to see the student who is ashamed or afraid, so I was asking her on the school radio and they were very afraid of the school radio, so I used to tell them that if she is afraid this time, then confidence will be enhanced the second time, and there was a big and clear difference in their confidence because of appearing on the school radio.
Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
- I think it's the same answer to the previous question. First, I was asking them as a teacher to explain part of the lesson in any way, such as she wants to add questions to it or add a PowerPoint presentation to it to explain it or add a video clip, and I used to see the student who is ashamed or afraid, so I was asking her on the school radio and they were very afraid of the school radio, so I used to tell them that if she is afraid this time, then confidence will be enhanced the second time, and there was a big and clear difference in their confidence because of appearing on the school radio.

Q3aMA: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan?
- I hear from my students that I am strong, but I reach the information well, there is prestige, but there is mutual respect between us and although I am close to them, but with controls and limits.

Q3aMA: Do you think that the years of teaching have added a lot to you? [totally different question]
- Sure, as at first, I was fairly quiet but now I am much better.

Q3aMA: And you think you're influencing students? [totally different question]
-Yes.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?
- Certainly, it affects some of them and not all, depending on the subject I study, which is science, and not all students love science, it is impossible to influence the whole class of 40 or 45 students, but at least I will win them.

Q3bMA: Have you had leadership opportunities before?
- Yes, I got but I didn't like these opportunities, I was offered opportunities like agencies and management, but I didn't like them.

Q3bMA: Have you been offered the opportunity to lead students in a project or something?
- Yes, there were some university students under my leadership in training.

Q4aMA: What is the impact of the social and demographic characteristics of students on your opinion related to students' leadership qualities, educational and extracurricular activities, and understanding of leaders that can enhance the strategic plan, for example, the average age of the student, does he need certain qualities or different activities?
- Certainly, it varies from age to age, for example, in the secondary stage, the student began to understand and understand the thing she wants quickly, and the middle stage has some suffering, but the primary stage has difficulty understanding what they want.

Q4bMA: What difference does age make in determining the possession of leadership qualities?
- The environment and parents have a great role, as the student comes from home and she is obligated to attend, as the father and mother have given her powers of morals by imposing her presence, so this girl is considered a leader, and there are some girls in the third intermediate grade who feel the extent of their influence and that they are really leaders, so it is not on condition that the leader becomes difficult, severe or violent, but there are other methods that you find able to influence them.

❖ **2nd participant:**
✓ thinking a lot, hesitates and does not want to make mistakes.

Q1aMA: In your opinion, what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?
- Gaining confidence and giving him the opportunity to express his opinion, and these are the most important basic qualities.

Q1aMA: Is that all you want to say?
- Certainly also sharing with his colleagues and expressing opinion and making decisions, I think these are the most important qualities.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?
- Yes, when a student explains a certain paragraph, she feels that she takes the role of a teacher, this is a great confidence that the student takes, and also knowledge of new technologies and programs that they know and use in the explanation process.

Q2aMA: In your opinion, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?
- The invention of any program We are now working on talented people who are working to discover things that contribute to the development of education, especially in technologies, and we are now working on good projects, which they call talent innovation, that is, they are doing projects simulating reality, but a certain category of students and not all students.

Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
- Through the implementation of these projects and there is a challenging question to solve the problem.

Q3aMA: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan?
- Certainly, years of experience have a major role in the process of gaining confidence and the process of communicating information and social relations with students have a big role, experience always has a key role.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?
- It is generally influential on all students, but there are some students individually who are affected by any guidance and experience always gives new experiences where it avoids negative things that I used with students and individually, we have seen this clearly with some students.

Q3bMA: What is the impact of social characteristics on your opinion regarding students' leadership qualities and educational activities?
- Gaining confidence, strength and success, as he has confidence and self-enhancement.

Q3bMA: Does the age of students differ from one stage to another, for example, are middle school students different from high school students?
- Certainly not, in this generation, the age group of the middle school is quite similar to the secondary stage, and on the contrary, we must develop these qualities in the age group of the middle stage, where there are great talents and their intellect is even greater than the secondary level.

Q4bMA: What difference does age level make in determining the leadership qualities of one or more of the students you teach?
- There is no particular difference, but maturity varies as they age, but I am talking about their thinking, as it has become one where middle school students can be compared to high school, with development and new technologies, there is no clear difference until primary school students can learn modern technologies

❖ **3rd participant:**

✓ A personality that thinks, does not want to make mistakes, wants to serve and benefit, did not understand the questions well and think a lot.

Q1aMA: In your opinion as a teacher, what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?
Self-confidence, problem-solving ability and attention to time are also very important.
Q1aMA: Are these the most important leadership qualities you see?
- For me, yes.
Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?
- The amount of information, as she has the ability to discuss, so any information that comes to her mind she presents it directly in a good manner.
Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?
- Participation in activities, interaction, volunteer work and school radio is very important, as it proves the leading personality of the student.
Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
- By participating in activities, teamwork and putting forward his ideas, for example, where he finds encouragement for initiatives and putting forward ideas.
Q3aMA: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan?
- Through the amount of information and knowledge that I have through the method of presentation, it affects the student when receiving it, when I am confident in myself when presenting information, it affects the student's leadership personality.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?
- Yes, it affects some students and not all students according to their acceptance.
Q4aMA: What is the impact of the social and demographic characteristics of students on your opinion as teachers related to students' leadership qualities, educational and extracurricular activities, and understanding of leaders that can enhance the strategic plan, for example, the average age of the student, does he need certain qualities or different activities?
- Certainly different, I feel that the average receives more than high school as their personality is already complete.
Q4bMA: What difference does age make in determining the possession of leadership qualities?
- Whenever the age group is delayed, it is difficult to influence them, in the university stage, it is difficult to influence them, but the middle and high school stages can be influenced by them.

❖ **4th participant:**

✓ Calm, confident, balanced. Math teacher

Q1aMA: In your opinion as a teacher, what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?
- Courage, initiative and quick wit, these qualities are characteristic of most of the students who have learned with me.

Q1aMA: What are the most prominent qualities that you see in a student and feel that it is one of the leadership qualities?
- To have initiative and of course the skill of diction, cooperation with her colleagues and guidance.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?
- There was a student who had some features, so I gave her a project to implement and broadcast it on the school radio, and she had a hesitation, but she was encouraged and stood with her colleagues and gained confidence and set off and after completing the presentation, she loved this project and asked to participate in the school radio always.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?
- There are many projects that we have implemented with the students, but the last project we implemented is a voluntary project and the idea of the students themselves entitled 'Take me and believe' is to provide packaged meals and put phrases on them and offer them to workers abroad and has given them a great motivation for the love of goodness and they are racing to distribute meals and we have documented this initiative and we will publish it on the school's page.

Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
- In cooperation and encouragement with students, meaning that we encourage them and they support each other, which is what is meant by teamwork.

Q3aMA: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan?
- Certainly, experience has an impact, when a person has great experience, especially with students, when the situation is repeated in more than one year, the experience is in handling situations in more than one way, this increases experience in handling situations in a better way until you reach the best result and achieve the vision.

Q3aMA: Do you remember a situation in which you influenced the students?
- Yes, I have influenced a lot on the students, and even the parents when they come to visit , they tell me that I have influenced their children as they did not like mathematics, but after two or three months, their view has completely changed to mathematics, everything is according to the teacher and the way and style of their dealing, even in acquiring certain morals, and you want to change certain ethics in this class, and certain ethics have been changed in the students that we have and indeed it has become We have outstanding students who participate in talent competitions and Olympics at the international level, and we also have distinguished teachers.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?
- We have 47 students in the classroom, and I can tell you that I have influenced 43 or 44 students out of the total number of students, and this thing is a very important grant for the development of education and students and so that we have awareness as teachers, even when you offer scientific Subject to students, this only comes with experience.

Q4aMA: What is the impact of the social and demographic characteristics of students on your opinion as teachers related to students' leadership qualities, educational and extracurricular activities, and understanding of leaders that can enhance the strategic plan, for example, the average age of the student, does he need certain qualities or different activities?
- Yes, I have taught primary, intermediate and secondary, and the category that can instill in them these qualities easily is the primary stage and extends to the average, but there is a big difference in the secondary stage so that the student's personality is complete and there is difficulty in influencing them, there is development, but it needs insistence from the teacher, everything in the beginning is difficult, but it comes with repetition.

Q4bMA: What difference does age make in determining the possession of leadership qualities?
- Yes, the middle stage and even the first grade of secondary can develop leadership qualities in them, meaning that whenever they are small, they can instill in them many qualities, but when the students are old, this makes it difficult to develop more qualities, but they can be influenced by insistence, so there is a difference made by the age level in determining the possession of leadership qualities.

❖ **5th participant:**

✓ Creative, confident, forward, understanding of questions and what is required, cooperative, fast.
✓ Teacher of psychology, critical thinking.

Q1aMA: In your opinion as a teacher, what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?
- They must have high self-confidence and the ability to dialogue, discuss, express an opinion and the ability to make decisions, all these qualities must be available in students so that they can succeed in the future and benefit their country and themselves after that.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?
- We have a lot of students, but the decision-making character remains, students have high self-confidence and the ability to dialogue and discussion, but not with correct understanding, they discuss everything, whether they are wrong or not, but after a year or two at the age of eighteen, the discussion becomes better with learning.

Q1bMA: Do you think this is proof of her strength of character and leadership?
- Yes, this is evidence that she has an opinion at home as well as in school, her opinion is taken and she has a space of freedom to express her opinion and discuss in dialogue and enhance self-confidence.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?

- We have a program now from the ministry, non-methodology, which is volunteering, and some leading personalities have emerged by highlighting participation in activities and school radio, and there are also activities that are not required from the teacher, but they participate in them and express their opinion, and there are also some students who want to explain the lesson themselves, this is evidence of high self-confidence when you stand in front of their colleagues and explain the lesson, and there are students who go to classes in order to get opinions on certain topics, this means participation from students, these are all non-methodical activities.

Q2aMA: Does this develop their leadership qualities?

- Certainly, this generation has given them teaching strategies the opportunity to develop their self-confidence, the ability to dialogue and the ability to discuss, now there is a difference in education and a difference in the personalities of students, this is all because students have become free to express their opinion, explain and discuss.

Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?

- Because of these activities, she has become able to take responsibility and the ability to manage time and become responsible and not to miss the attendance, she has become responsible and has a program and activity, that is, she has a role in the school, so she feels that she must attend and not be overwhelmed by her desires and does not say I want to sleep or laziness, as she has a goal she wants to achieve.

Q3aMA: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan?

- The most influential thing is the subjects, there is today the subject of critical thinking and strategies that have been applied in education, meaning that there is a teacher who has 20 years in teaching, but the strategies were specific, but the strategies allowed the student that she should participate, the critical thinking material made them open more and know the right thing from the wrong, so that you should not express your opinion directly, but you should think about it first, so I think that subjects and strategies are the most important thing they force that The whole class must have the ability to lead, the ability to take responsibility and the ability to make decisions.

Q3aMA: And what are these strategies?

- Like the little teacher, this is a good thing so that she has strengthened confidence, this is the best thing for me, and you should not explain the lesson in full, as possible paragraph by little, the student is young, so it is a good thing to have courage, as she has strengthened courage, ask a question, this makes her feel confident, that is, she has become a teacher and thinks how to formulate a question, design a map, pass them to see their maps so that they are creative in design, to summarize the lesson, and then The ability to summarize. All these things are new to us even as teachers and students have benefited from them, as these strategies have become at work and even at the university, their teaching style has become better than the previous method, as they have field studies and application and not everything is theoretical only.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?

- It affects most students, whether school radio and others, and even the student who does not participate, she wants to participate, and of course as the years of experience increase, she becomes a mastery of strategies, subjects and the formula of questions, unlike the teachers start teaching firstly.

Q4aMA: What is the impact of the social and demographic characteristics of students on your opinion as teachers related to students' leadership qualities, educational and extracurricular activities, and understanding of leaders that can enhance the strategic plan, for example, the average age of the student, does he need certain qualities or different activities?

- Yes, as students get older, they have more mastery of leadership, and know right from wrong, but leadership education should be from the primary stage.

Q4aMA: When educational activities are applied to them, do they differ from age to age?

- Certainly differ according to their abilities, I do not ask them things outside their abilities so that they do not have mistrust and failure, the teacher must estimate the appropriate tasks for each person according to individual differences, meaning that if there is a creative student, I ask her a better activity and if there is a simple student I ask her an easier activity, everything is according to individual differences.

Q4bMA: What difference does age make in determining the possession of leadership qualities?

-Mastery, skill, and style, this all varies according to age, as well as the teacher chooses according to age and individual differences between students.

❖ **6th participant:**

✓ Energetic, cooperative, helpful, loyal, many moving with her hands in the explanation, she answered all the questions through the first question, she answered more than required.

✓ Technical teacher

Q1aMA: In your opinion as a teacher, what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?

- Leadership qualities, I can talk as a teacher in the classroom, the student's space begins after I give the theoretical material where we have a theoretical material and a practical material skills, after the theoretical material ends, the student controls herself and her behaviors, so if there is teamwork between students or a strategy in which there is a common opinion between them or a model they write with each other, you must have a manager or leader with them to solve this in order to be organized, the leader is not the writer, this starts from a theoretical point of view It is my first class, so every table must have a student leader and a second student should not be deprived of leadership so that another student is the leader in a second class, so I must plant in them the leadership character, and the share after it, which is the final subject, every work or every project ends at the end of the term in a group project, The group project must have one student for the group, often the leader lacks other skill qualities, so she is not the most student artist, painter or creator because the artist, painter or creator works manually, unlike teachers, I do not need the creative student in my subject, I need the student who can organize the students so that there is no difference in opinions or differences in colors or lack of cleanliness of the table, so she must be careful in each Something and at the same time it is also nice, so there should be no collision with others, leadership is always an opportunity for everyone in every

class except the final of the project, so I try to choose the student who has responsibility with leadership.

Q1aMA: Do you think that the most important leadership qualities are responsibility?

- Yes, we are working on projects, there must be responsibility, and also time management is part of taking responsibility, as well as security and safety, and there should be no bullying, as the accumulation of bullying exacerbates the problem at the end of the class. And if you mean outside the class as activities, always look at the school radio or any activity in the school, the students who do not have attendance are the ones who must participate in such activities, and I have now digital art has become mandatory from the ministry for students, so they must deal with digital art, programs and applications digitally, the students do not want to explain the lesson, so I started with students who do not want to explain.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?

- Yes, in the subject of Art, I see that it is the affectionate chest of the students, and it is like a mother for girls always in the art because it is a friendly subject, a subject in which there is love and poetry, not a scientific subject, so the students who resort to it more, so choose it better because all students accept it, so I think it is one of the most important leadership qualities. As well as the ability to distribute tasks.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?

- I do not know, but I think that the new idea that they put forward a while ago, which is the idea of volunteering and committed to the points of the students, has brought out beautiful things in their personalities, this volunteering program in itself because it is linked to the grades of the students, so there is an obligation to participate to collect points, as there has become more boldness among the students, except for only two or three who do not want to participate, but the majority participate because they plan for the future.

Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?

- For example in some schools, agents come to students and ask them who wants to participate and what areas they like, and there are students who say that they love drawing and coloring, and from my experience I have questions like this, but students do not like drawing and colors, so they give them other voluntary suggestions to beautify the school and are counted for them in volunteer work, and I do not know whether they are allowed or not, and some of them can implement learning communities for students, and I think that learning communities One of the most common things for students that eliminates the idea of bullying is that when students sit down and have frank sessions with each other, they exchange experiences from each other, there is a transfer of knowledge and they take things more seriously.

Q3aMA: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan?

- The first thing, I entered this field and I am one of the first, I graduated and I am the second in the batch, and I did not enter the specialization because it is easy, but because I love it, it is the same as my subject, when I give the subject to students, I take into account that there are students who love the subject , so outside the class, if the student comes and asks for additional things, I

can give her courses for money, but because the field is available to us in the school, I give them everything inside the school for free, for sure, it is possible to develop the skill of a student , which is selling on Instagram and becomes a saleswoman who sells products with acrylic products, so I become proud of her when I offer her things that I used to offer when I didn't have a job. And the other thing is "girls who do not like the art subject, I do not focus with them on the subject that has manual work and even sometimes I take it as a field in life, such as paintings in the boulevard and restaurants, so I link them to reality, it is not a condition that each one be in the same field to have a sense of subject or love for the subject , some of them take it Academically, I am not academic, and I liked my subject because I taught boys and taught girls, but most cases of emotional separation between parents appear I have it and it does not appear in school, and the last case of mine was a lesson called short stories about miniatures small details, when I told the girl to explain the drawing to me, tears fell, and I asked the guide about her condition if there is anything and she told me: No, there is nothing, but when I asked the girl, she said: Yes, there is a separation for her parents for 10 years and the girl takes care of everything at home, so this is something for the wounded girls at home, I feel that my subject has some kind of treatment and the girls who have Hyperactivity, they work for me, they release their energy, so I enjoy it.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?

- Certainly, I think it affects some students, as some students are more interested in grades such as science subjects, grading subjects, and even the test, some students do not take it with interest.

Q4aMA: What is the impact of the social and demographic characteristics of students on your opinion as teachers related to students' leadership qualities, educational and extracurricular activities, and understanding of leaders that can enhance the strategic plan, for example, the average age of the student, does he need certain qualities or different activities?

- Certainly, I have taught primary boys and girls, they differ, and in the primary stage for girls and boys, the largest leadership characteristic they have is to stand on the classroom and no one comes out of the classroom or collect books, this is a leadership characteristic, as for the intermediate and secondary, the leadership qualities differ, so they can guide the students or create a project, they do everything remotely and they do team work as well and even remotely, and this is more comfortable in the adult stages.

Q4bMA: What difference does age make in determining the possession of leadership qualities?

- In one classroom, yes, there is a difference where there are students when you tell her to bring your homework and the duty of your colleague, and she says that she does not interfere with anyone, it shows that even at home she does not bear any responsibility, and some of them even enter the art class and do not have a paper to draw on, this is part of taking responsibility, so I always try to drop something else on them, and tell these students that they will go to university on the first day with their mother, so there is a contradiction, They make decisions and sometimes I get their words saying why my mother interferes in my life, they are rebellious in things and things that have a responsibility that they escaped by saying I do not know, but there are big differences after Corona that I noticed and told the teachers about there are big differences, there are girls who have developed greatly and girls who have fallen short significantly, and I have examples of those who have developed where I asked them what did

you do during the Corona period? They replied that they had attended remote courses, reading the book and many useful things.

❖ **7th participant:**

✓ Calm, confident, cooperative, knowledgeable, taught students outside the Kingdom. English language

Q1aMA: In your opinion as a teacher, what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?- As a leadership, the student must have an independent personality and not be a dependent personality, whether at home or school, but it is normal in difficult things for her to take the opinion of the teacher or mother, but do not adopt a total dependence for our class in order to start highlighting her personality, such as solving homework and exercises, it is possible to start trying herself, from here she begins to highlight the leadership personality and independence by herself and can do her homework by herself.

Q1aMA: Do you mean self-confidence?

- Yes, self-confidence, that she is not completely dependent at home on her mother and sisters to help her solve homework, so she should start trying.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?

- We have a student in the first grade, there is a clear difference every day from the other day, in the beginning her personality was an initiative, but not a leader, that you do not feel that this student cannot lead a group, but at first she was afraid to receive a group and I used to tell her that she should receive the group and indeed I have tried to lead the group once or twice and I liked this initiative and began to distribute tasks already between her and the students and I felt that she began to show her personality Other, where we had teamwork, the student at first was afraid in the first two or three times and she was completely refusing to lead a group and the group consisted of 6 people and I told her that she could try and she became already distributing tasks and the girls had accepted her leadership for them and then she loved to lead and before I came to class she distributed tasks and prepared papers.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?

- For example, all our volunteer work is now open when we started to explore volunteer work and felt that girls have a love of volunteering for the things they do inside and outside the school, it develops thought and makes students see many things, whether in the small community, which is the school or its large community.

Q2aMA: This volunteering is non-methodical, so what is the educational activity?

- Our educational activity is often the association of each student with a specific lesson, so this lesson we have is a video show, for example, since a while ago we had a lesson about the Kingdom's Vision 2030, so I showed a video clip of them, and when I surveyed them, I was surprised by the knowledge they have of these many things, for example, the NEOM project, they used to talk about it as if they lived in it and talked about all the things in it, to the point that one of the students told me that one day she would become an engineer there in that Project.

Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?

- I expect that the student who starts working at the beginning, for example, the student that I told you did not have leadership qualities and was afraid to participate at the beginning and all the students who have the same feeling are sometimes have a presentation to make and they were afraid at first, but after encouraging them they became very interested in the subject, so in the beginning you should attract their attention, the listener must attract his attention, so they work on the things that they want to change in these qualities. For example, when I present a discussion, I want to attract their attention at first as viewers, so I liked the way they have scientific research, because they look at the Internet, they are more familiar with social media than we do, Therefore, I liked that this knowledge is directed to something healthy, as they are familiar with all things in social media, so I want them to search for the right things on social media, when I asked them things to look for, they started talking about it and the way they opened the topic and attracted it to the topic that you are talking about is very wonderful, I was discussing with them about a topic about how to turn something unhealthy on social media into something healthy and useful, many of them talked about the topic of Time Limit, so tell me what you think To reduce the duration of your entry into social media through this feature, and in return you will get points whenever you reduce your access to social media, and you can use these points in several areas, such as buying from Sephora or from several other places, so they look to the future and how to develop things and know very well where the problem is and when I asked them why you chose this topic? And they said: Because we miss sitting with each other and talking and discussing, even in visits and events, all people look at phones and do not talk to each other, so they see that they should end this habit, but in a positive way. I liked the method of scientific research, students are now heading towards healthy trends in eating and sports, the healthier things you do, the more points you take on them.

Q3aMA: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan?

- Certainly, every year I acquire at the beginning of each year is always the opening word that I say to students that you are coming to learn and acquire science and many things and in return I learn from you too so it is a reciprocal process, so I as a teacher my role is to guide and you give me the ideas that you have, and I always tell them we are in a ship and I am the captain of the ship and I cannot work alone, Someone must help in raising the sail and we must take turns on many things and cooperate until The boat reaches the beach of safety and the goal we want.

Q3aMA: Do you mean that critical thinking, discussions and debates on topics are leadership qualities?

- Certainly all of these are leadership qualities.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?

- She differentiates by the percentage of influence, if there is one that you feel that she is neither in favor nor opposed, but the topic has an impact on her and preoccupies her, if there is a discussion on a topic and after two or three days I ask them to talk about this topic in two or three lines, so I see that the topic attracts her attention and preoccupies her mind, we as people must have a point of view on anything and any topic, so when I come to discuss and ask her about her point of view, she tells me that she does not know, so I say What do you think, are you in favor or against this matter?

Q3bMA: Do you think years of teaching have an impact on students?

- Certainly, I think that experience and mixing in different environments in society, such as different educational stages, training courses, workshops, is what affects the most, not the number of years.

Q4aMA: What is the impact of the social and demographic characteristics of students on your opinion as teachers related to students' leadership qualities, educational and extracurricular activities, and understanding of leaders that can enhance the strategic plan, for example, the average age of the student, does he need certain qualities or different activities?

- Leadership qualities are the same, but differ in the way they are delivered to the student, so my method that I give to primary is not like my method that I give to the intermediate or secondary, so the method is different, as well as the strategy and the way it is applied with the young student in age from the older student.

Q4bMA: What difference does age make in determining the possession of leadership qualities?

- I think that the primary stage has a high leadership tendency in the beginning, they all want to participate in the work and they all want to head the group and when organizing them in the beginning the student begins to know the qualities that she has, when I distribute activities and tasks to them start as a teacher to refine their leadership qualities so that the differences between them are very close and understanding and consistent. But at the intermediate and high school levels, dealing with students to highlight their leadership qualities is more difficult than at the primary stage.

❖ **10th participant:**
✓ Her answers were ordinary, not deep, a teacher of research skills and sources.

Q1aMA: In your opinion as a teacher, what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?

- I think self-confidence, honesty, student motivation and encouragement, these are four personality traits, as for social skills, it is teamwork when you ask the student to solve a particular problem, he feels confident and character building when he reaches a solution.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?

- There is nothing in my mind now from examples, but in general, the student in all the stages he goes through I think that when you ask her something and hold her responsible, you cultivate confidence in her, and if the student reaches a solution and accomplishes the work, this builds personality significantly.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?

- In the classroom, I think that when you hold the student responsible for being the leader of the group, and outside the projects that can be done in the school, such as maintaining order, afforestation, or becoming in charge of school radio, I see that students who are assigned to activities have different personalities

Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?

Missing answer

Q3aMA: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan?

- Certainly, the years of teaching as a teacher have an impact, in the beginning everything was diligence, but after a period of time, especially the last period (the last three or four years), dealing with students became clear and knowing each student and what he needs from a certain assignment.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?

Missing question and answer

Q4aMA: - What is the impact of social characteristics on your opinion as a teacher regarding students' leadership qualities, educational and methodological activities, for example, the age of students, do they have a certain way to build in them leadership qualities for middle school students that differ from the secondary stage?

- Certainly, the earlier the student is in primary and intermediate stage, the more s he is ready to acquire these qualities, but when he is older, it becomes difficult to cultivate confidence in him or try to be a person with an independent personality. The use of activities varies from age to age, the younger ones are easier, the simpler, the more entertaining, the faster solutions, and the older ones raise the level of activities.

Q4bMA: sWhat difference does age make in determining the possession of leadership qualities?

Missing answer.

- ❖ **11th participant:**
- ✓ Calm, balanced, wise in behavior. Psychology teacher

Q1aMA: In your opinion as a teacher, what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?

- Trust is the most important thing, honesty, critical thinking, self-reflection and learning from the mistakes of others are the most important traits.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?

- Yes, I have taught critical thinking to students and they have leadership qualities, self-confidence and curiosity that distinguish their thinking by proving its existence and proving existence is putting forward the idea, as it always comes from adopting a certain idea and thinking about it well and trying to prove its existence in any way, so I think that proving this existence is self-confidence.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?

- Like the individual presentations made by students, they give them motivation and break the barrier of fear for them and become more courageous and also teamwork in the same project, although I have a reservation about teamwork because they do not have the skill of cooperation in teamwork, in teamwork within the team, relying on only two individuals or two individuals in the group, such as academic projects required of them and so on. I also ask them to work

collectively that each student is responsible for a specific work for which she is responsible, so the student became responsible and participated with the group. This refined and raised their personalities, and the student paid attention to her strengths and developed herself and became more confident.

Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
Missing question and answer

Q3aMA: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan?
- Certainly, the more experience a person has, the more he refines himself and keeps away from mistakes and does not become perfect, but he has become better than before and his mistakes are reduced, so today I am not me after five years and I am trying to plant this idea in students that today it is not after five years, so we must focus on the negative qualities that we have and try to modify and develop them.

Q3bMA: Do you think this feature is uniquely influential [or does it affect many of your other students or will you have an impact on some of them]? Missing question
- Yes, and after the school year i did take their opinions and indeed their opinions have changed, there is an imprint and even students who did not like to work in a group became working in a group and discovered that they were in the dark side and did not discover themselves, after this change they were happy with it.

Q3bMA: Do you remember a specific situation in which you influenced students?
- Yes, there were students whose personalities are withdrawn and afraid to participate and coalesce and are afraid of situations and say that they do not know how to act, but then I know that the student has been affected by me in a certain situation when I was aware of a situation and I am handling it and overcome it and I knew after that the student was affected by it and paid attention to it and I did not pay attention to it.

Q4aMA: What is the impact of the social and demographic characteristics of students on your opinion as teachers related to students' leadership qualities, educational and extracurricular activities, and understanding of leaders that can enhance the strategic plan, for example, the average age of the student, does he need certain qualities or different activities?
- Certainly yes, we believe in individual differences between students, they differ in characteristics, we know that there is a practical student and there is an active student and there is a student who has mental intelligence and likes to write and create arithmetic things more than practical, so we rely on different activities to suit all students and these are individual differences, whether personality traits or mental traits, these are all known things. Age does not differentiate much, especially the secondary stage, the first grade of secondary school can be more childhood or early adolescence, but personal traits are what differentiate, sometimes a student in the first grade of secondary school has a leading personality more than a student in the third grade of secondary school.

Q4bMA: What difference does age make in determining the possession of leadership qualities
- For one student, for the first grade of secondary school, the personal traits that the student grew up with in the environment as a leading personality will continue with him, but refine himself,

the leader is the same as the leader and introvert can develop himself, but he will not become a leader and bold because it is a personal trait that can be developed, but it will not change.

❖ **12th participant:**
✓ Calm, trying not to make mistakes and speaking formally or in an academic language.
✓ Computer teacher

Q1aMA: What are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?
- The first thing is self-confidence, setting goals, critical thinking, and also the ability to understand with the group, there is a strong person, but he cannot communicate with others. As well as the ability to influence.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?
- There are many students who have leadership qualities and there are other students who have leadership qualities without effective communication, so you find the classroom has quarrels because they cannot impose their control over them, and there is another chapter where the student has the ability to communicate with them and the ability to understand them and accept other points of view and explain her vision and point of view and clarify her opinion, so students accept them and become a strong group. And the school also has an influence on the manifestation of these qualities.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?
- Certainly group activities, any group activity in which specific numbers and not open groups or large numbers because they are still at a young age lack a lot of skills, it is possible to start in small groups of 4 girls and then can increase to 10 students and then larger and thus possible to develop the student little by little and that is easier than to face the difficulty of leadership that she suddenly became a class leader or a group leader for a large number of Students, so teamwork highlights their leadership qualities.

Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities? Missing question and answer

Q3aMA: What impact do ~~you have~~ **[your social and demographic characteristics] as a teacher on the views of a particular student in terms of acquiring** ~~quality and~~ **student leadership qualities that can enhance the Kingdom's Strategic Plan** ~~2030~~**?**
- Certainly I influenced greatly, I measure myself at the beginning of the appointment and now there is a big difference in dealing with students and my vision of students and my distinction of their qualities and the courses and reading in this area have greatly affected in dealing with them and knowing their behaviors more.

Q3bMA: Do you remember a specific situation in which you influenced a student or developed something in it?
- Yes, since I am a computer teacher, there are many students who tend to technology, and when there is teamwork and how they participate and show this work, this work affects them and develops them greatly.

Q4aMa: What is the impact of social [and demographic] characteristics [of students] on your opinion as a teacher regarding students' leadership qualities and educational and extracurricular activities, for example, the age of students, do they have a certain way to build in them leadership qualities for middle school students that differ from the secondary stage?

- Certainly different, I see that leadership starts from home from the characteristics of the child when he is young, it grows up with him either to be non-leader or be a leader and after he enters school these talents are refined more and every year develops according to the circumstances he faced socially either increased leadership qualities has or to be frustrated in a certain way has leadership qualities, but negative leadership, leader authoritarian will not have the advantages of a successful leader.

Q4bMA: What difference does age make in determining the possession of leadership qualities?

- Certainly, maturity affects, the older the student, the greater her knowledge and the greater her experience and social ability, on the contrary, there is a positive impact.

- Do you use the same activities in the different stages (middle and secondary)?

- As an idea of group activity, the idea is the same, but the type of activity can vary according to their interests, the middle needs more activity movement and more entertainment, while the secondary becomes more mature and rational than the average.

❖ **13th participant:**
✓ Sensible, balanced, cooperative, Islamic studies teacher

Q1aMA: What are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?

- The most characteristic is the confidence, courage and culture that the student has, whether in any field, because this enhances the leadership personality of the student, I note that culture in any field affects the leadership personality.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?

- Yes, there is a student I found in the diction and in standing among the students is distinctive, when I search for a student, I find her confident in herself to a very high degree because she is knowledgeable and reader, and that thing distinguishes the student's personality.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?

- If the teacher participate in providing lessons or presentations, they are creative and there are some students who are creative in making presentations, and sometimes the familiar with technology, and this affects the student's performance through presentations and explanations, so students are distinguished when they participate with the teacher in the explanation, and that thing highlights the student's personality, as well as the volunteer work they do in school, this refines the student's personality, and some of them are lovers of this thing and sometimes This thing is coming in an official way, but there are some students who accept it willingly.

Q2aMA: Do those who participate unwillingly affect them? [totally different question]

- Yes, when they participate and see these activities, their perception of these activities changes and affects them, but others accept them and want to participate.

Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities? [Missing question and answer]

Q3aMA: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan?

- It can be said that the strongest reason for me is experience that I have many years of experience, so I move and rise every year to a certain degree in communicating with students in my view of them, whenever the teacher is encouraging and motivating them, we see their usefulness.

Q3bMA: Did you have the opportunity to lead a group of students and influence them? [totally different question]

- my focus with the students in all meetings is the classes and reserve classes as well, I exploit and invest these classes with students in an open meeting and indeed I have seen the usefulness of these meetings through the responses of the students and accept the views of the see without exception, whether they love me or a normal relationship. Dialogue and discussion strongly highlight the student's personality and enhance leadership qualities.

Q4aMA: What is the impact of social [and demographic] characteristics on your opinion as a teacher regarding students' leadership qualities and educational and extracurricular activities, for example, the age of students, do they have a certain way to build in them leadership qualities for middle school students that differ from the secondary stage?

- Yes, where the middle stage differs from the secondary stage, there is an age difference between the two stages, and sometimes family stability affects some personalities, whether it is stability or even a way of life in the life that the student also lives has a great impact sometimes positively and sometimes negatively and I see that the secondary is different from the middle as their thinking differs, so the activities must suit their way of thinking.

Q4bMA: What difference does age make in determining the possession of leadership qualities?

[Missing question and answer]

❖ **14th participant:**
✓ Calm and affectionate. Art teacher   ÷

Q1aMA: In your opinion, what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?

- In the beginning the first thing that the student has the ability to behave well in the choices and determine priorities and one of the most important things after is public speaking and speech, these things are skills that the student must acquire from the beginning.

Q1aMA: Do you mean that she should have courage in speech and public speaking?
 Of course.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?

- Last year, we had one of the students who was distinguished in most fields, and in the beginning, she was a memorizer of the Holy Quran, and the diction was very wonderful at that time, and that thing motivated her to participate in most extracurricular activities in the school,

meaning that any participation or request to participate in any activity is a forerunner in that thing.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?

- Reading, by motivating girls and encouraging them to read significantly, reading is the most thing that helps to strengthen the personality.

Q2bMA: Do you mean reading in general or reading in the books of great leaders or the sciences of history? [totally different question]

- Reading in general, as reading opens many fields for students.

Q2bMA: Is reading only or are there other activities that enhance the acquisition of leadership qualities among students? [totally different question]

- No, activities in general affect students as they give presentations such as video presentations, montages, etc. and are creative with these things.

Q3aMA: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan?

- Yes, as the teacher every year differentiates the personality from the year before, being with the students and helps them and how to develop them, the more the teacher is close to the students, the more she motivates them and knows the strengths and weaknesses and knows where the student can develop her personality and where she can exploit these points and certainly this is all with years of experience.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?

[Missing question and answer]

Q4aMA: What is the impact of social [and demographic] characteristics on your opinion as a teacher regarding students' leadership qualities and educational and extracurricular activities, for example, the age of students, do they have a certain way to build in them leadership qualities for middle school students that differ from the secondary stage?

- It can be said that there is a difference in the attributes between the middle and secondary stages, but it is not a big difference, and it can be said that the middle stage has creative students and we cannot say because they are small we can not exploit their skills, they come from the middle leaders from the beginning so that they can be a team leader and arise a group and give tasks and responsibilities to girls, and even in the secondary stage its level is higher, but at the same time it does not decrease from the middle, and there are differences in secondary understanding better, bigger and more aware They can give more and better than middle, but middle and secondary give more.

Q4aMA: Do you use the same educational activities?

- Definitely different.

Q4bMA: What difference does age level make in determining the leadership qualities of one or more students you have taught?

- Certainly, each stage has its features, and for me there are differences between the primary, middle and high school when I talk to students, and I think that secondary is the closest activity

you give them they can do and the middle is less, but I feel that they are more creative if they find a good environment and one that helps them bring out the skills inside them.

❖ **15th participant:**
✓ Informed, educated, cooperative. Religion teacher with Ph.D.

Q1aMA: In your opinion [as a teacher], what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?
- Honesty as well as self-confidence when the student is accustomed to stand in front of herself in front of the mirror and tries herself as how to make decisions at home between her family and sisters, training on those qualities and self-confidence is the most important characteristic, whether she is a student, teacher or director, she must have self-confidence.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?
- I have a student in the third grade of secondary science can lead a full school on her own, she is confident in herself and no matter how many attendees then she is confident in herself to a great degree and if the whole school meets and our students over 1000 students, she reads anything and sets off with confidence.

Q1bMA: And what do you expect to be the most prominent thing in the student?
- I asked her the same question and I was surprised that she has a sister in the first grade of secondary school and she also has the same skills and she has provided the same thing she and her sister and her colleagues and discovered that the reason is their father and they have acquired these qualities from him and he has the qualities of a leader and has planted these qualities in them until they became springboards and if they present the school radio, all the teachers are waiting to hear them because of their launch and superiority.

Q1bMA: And how do you think that their father instilled these qualities in them?
- I think their father is an author or something like that and he could have a leadership position and I will do a graduation ceremony for her and her father is the one who will say the dialogue so I think he is an author or a writer.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?
- I think it is the skill of diction and dialogue, I always tell her that I want to answer herself and do not see the book and I want you to explain and do not look at the book, I want to see your style, and according to the dialogue, discussion and presentations that you make build and cultivate leadership qualities and there are offers that have no benefit, so the presentations must include activities and be characterized by creativity and participation, so I think that the discussions and questions presented by the student all of this enhances the cultivation of leadership qualities among students.

Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
[Missing question and answer]

Q3aMA: What impact do [your social and demographic characteristics] ~~you have~~ as a teacher on the views of a particular student in terms of acquiring quality and student leadership qualities that can enhance the Kingdom's Strategic Plan 2030?

- With myself, in my beginning I was shy, but with my master's degree, it was planted in something big and a big change occurred, and I had obtained a master's degree from King Saud University, and at first in the first term, I was ashamed to talk to men or even respond to the doctor, and I had the skills and ability to deliver information, but I was ashamed, but I talked to myself and knew that I should participate in the activities. In the first term, I was very shy, but then I became very bold to a very large degree, when I got a master's degree, I not only got a scientific degree, but I benefited and became much bolder, at first, I was afraid and shy a lot, but then I hoped to complete my doctorate at King Saud University, but by virtue of my specialization, it was curricula and methods of teaching forensic sciences, so there was no doctorate.

So, Years of teaching, educational attainment, training courses all have an impact.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?

[Missing question and answer]

Q4aMA: What is the impact of social [and demographic]characteristics d[of students] on your opinion as a teacher regarding students' leadership qualities and educational and extracurricular activities, for example, the age of students, do they have a certain way to build in them leadership qualities for middle school students that differ from the secondary stage?

- In general, the characteristics of the age of the student control it in the middle stage you find that students in adolescence and it is very difficult to find a student who enjoys the status of leadership at this stage, but in the secondary stage you can find them the student who has the status of leadership to the extent that there are some girls tell her that she will become a doctor and you will become an engineer. Charisma gives them this position.

Q4aMA: Are the activities different from middle school from high school?

- Certainly different in the secondary stage, as their thinking scales differ from the middle stage and differ in terms of the activity that I give to the secondary, so when I give the activity to middle school students, I give them and I want to direct this activity to the secondary stage, the teacher who teaches for the middle stage and the secondary stage, the way she deals with the middle stage is different from the secondary stage, as well as even the laws that you impose on them affect their leadership personalities to a large extent, so I must give them laws and agree on Conditions of the first class and they must committee by them, for example, in attendance when some girls are late to attend in the break period, I gave them 5 minutes after the break period and the student who is late for the 5 minutes, I put a circle on it in the attendance record for this student and if the girls gathered around three circles, write her one day of absence, so the students are fighting so that they are not late for the class, if the student wants to go to the bathroom, there is no problem I say Go with two minutes and the student should not be late for two minutes. So when you make the rules from the beginning, everything gets right.

Q4bMA: What difference does age make in determining the possession of leadership qualities? [both question and answer were omitted]

❖ **17th participant:**
✓ Quiet, afraid from recording. research Teacher

Q1aMA: In your opinion [~~as a teacher~~], what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?
- Critical thinking, courage and self-confidence when asking and answering the question, as well as punctuality.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?
- The student has courage and self-confidence when asking a question to the student, as she comes to discuss this question, and sometimes the teacher is wrong about a point, so the student comes and discusses this point and asks for clarification of this point.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?
- A good educational activity, which is after the completion of the explanation of the lesson, there is an interesting question or video that attracts them, and this enhances confidence in some students who feel ashamed and distrustful, but other students help them to accomplish these activities.

Q2aMA: Do you mean that teamwork helps develop leadership qualities?
- Yes, it helps in developing leadership qualities.

Q2aMA: In your example, how do you think the student has acquired qualities that you think are one of the most important leadership qualities?
- There are some students who have auditory skills and are ashamed to speak and are afraid that their answer is wrong, so I must ask them an appropriate question that you can answer, and thus I instill confidence in them and then motivate and encourage them and creative after that. We try to let her participate in anything so that it helps her and gives her courage to respond and search and know the correct answers.

Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities? [Mission question, missing answer]

Q3aMA: What impact do you (your social and demographic characteristics] have as a teacher on the views of a particular student in terms of acquiring quality and student leadership qualities that can enhance the Kingdom's Strategic Plan 2030?
- Yes, it has an effect.

Q3aMA: Do you remember a specific situation in which you influenced students?
- Yes, the students were given a search and were able to create it through the search, but in the beginning the students did not make any effort in the search, so they used to take it through the Google platform (copy and paste), but now the student knows how to search for information, its source and reference.

Q3aMA: Do the years of teaching and educational attainment have an impact on the development of students' leadership cultures?
- Yes, it has an effect.

Q4aMA: What is the impact of social [and demographic] characteristics on your opinion as a teacher regarding students' leadership qualities and educational and extracurricular activities, for example, the age of students, do they have a certain way to build in them leadership qualities for middle school students that differ from the secondary stage?
- Certainly, it varies according to the age and understanding of the student, and we must enhance in them leadership qualities.

Q4bMA: What difference does age level make in determining the leadership qualities of one or more students you have taught?
- I think it's the same leadership qualities, but they differ in activities according to the age of the students.

❖ **18th participant:**
✓ Quiet, codified answers. Computer teacher

Q1aMA: In your opinion [as a teacher], what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?
- Honesty, confidence, self-reflection, learning from the mistakes of others, time management and critical thinking.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?
- During the implementation of a specific application or solving a specific problem or implementing a specific strategy when implementing teamwork, time management and thinking while solving a particular problem, I want to solve with the way students think, even if there are mistakes in solving the problem and discussing those mistakes.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?
- I see that the school radio has a major role in highlighting the student's skills, so it is possible to highlight her skills in diction and discussions, so I see that the radio contributes significantly to enhancing leadership qualities and also presentations when solving any activity I ask them and also discussing projects when chairing the session with her colleagues, all of which has a great impact in enhancing the leadership qualities of students. As well as explaining part of the lesson.

Q2bMA - What impact do you have as a teacher on the views of a particular student in terms of acquiring quality and student leadership qualities that can enhance the Kingdom's Strategic Plan 2030?
- Certainly, it has an impact, as the teacher for students is a guide and promoter for them, and certainly the years of teaching, because of the large number of situations that the teacher is exposed to and the personalities that she has experienced, all of this affects and enhances the teacher's personalities, which have a significant impact on the development and enhancement of leadership qualities among students.

Q3aMA: What is the impact of [your] social [and demographic] characteristics [on your opinion] as a teacher regarding students' leadership qualities and educational and extracurricular activities, [on the views of a particular student] for example, the age of students, do they have a certain way to build in them leadership qualities for middle school students that differ from the secondary stage?

[Question and answer are missing]

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?

[Question and answer are missing]

Q4aMA: What is the impact of the social and demographic characteristics of students on your opinion as teachers related to students' leadership qualities, educational and extracurricular activities, and understanding of leaders that can enhance the strategic plan, for example, the average age of the student, does she need certain qualities or different activities?

 [Question and answer are missing]

Q4bMA: What difference does age level make in determining the leadership qualities of one or more students you have taught?

- Age is definitely determined by the environment of the house, is it accustomed to managing situations or so on.

Q4bMA: Are the activities for the middle and high school stage the same or different? [question significant different]

- Certainly, it varies according to the scientific subject and the student's confidence in himself and according to the lesson as well.

❖ **19th participant:**

✓ Old, with many questions, with a Ph.D. in sociology, she liked to be a teacher more than in administrative positions because of the instillation of values.

Q1aMA: In your opinion [~~as a teacher~~], what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?

 To be initiative, accepted by all, not dominant, then cooperation, entrepreneurship, influenced by its answer among students.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?

A student who is punctual, objective in her ideas and presentation, disciplined, balanced.

Q2aMA: In your opinion as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?

- Participate in activities, research on the Internet, understand the lesson not only memorization, constructive critical thinking.

Q2bMA: In your example, how do you think the student has acquired qualities that you think are one of the most important leadership qualities?

Through cooperation with colleagues, it appears through the term know that she is a leader by putting forward ideas, taking responsibility and mastering work.

Q3aMA: What is the impact of your social and demographic characteristics on your opinion as a teacher regarding students' leadership qualities and educational and extracurricular activities, for example, the age of students, do they have a certain way to build in them leadership qualities for middle school students that differ from the secondary stage?

- Yes, uniquely influential.

Q3aMA What impact do you have as a teacher on the views of a particular student in terms of acquiring quality and student leadership qualities that can enhance the Kingdom's Strategic Plan 2030?

-If you do not renew yourself, you have become old to develop yourself in computer science and English. Self-employment is small projects, the way to deal with students is different, now, the student understands more.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?

   -Yes, uniquely impressive.

Q4aMA: What is the impact of social [and demographic] characteristics [of students] on your opinion as a teacher regarding students' leadership qualities and educational and extracurricular activities, for example, the age of students, do they have a certain way to build in them leadership qualities for middle school students that differ from the secondary stage?

Individual differences, As you get older, you know more, leadership is a natural talent, and life situations create leadership.

Q4bMA: What difference does age make in determining the possession of leadership qualities?

[Question and answer omitted]

❖ **20th Participant:**

✓ Confident, understanding. Biology teacher

Q1aMA: In your opinion [~~as a teacher~~], what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?

- The character of the initiative by providing his service so that he can lead the group with which he is sitting, and if you give him any of the strategies he uses, whether the implementation of multiple roles or intelligences, he initiates.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?

- Yes, we have individual differences between students, so one of the students must pass us, or even in the classroom in general, that there is a leading student, especially if they are large numbers.

Q1bMA: And what are those qualities?

- As I said it is the initiative, the student always initiates and answers those questions and always likes to be in the front and be cooperative, and if we say who wants to participate in an activity or participate in the radio, you will always find him initiating and being at the beginning.

Q2aMA: In your opinion as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?

- Of the extracurricular activities can be experiments, although they do not support us the same possibilities schools that support the leading personalities experiences where the leadership qualities are clear when a student trains a certain group and do the experiment itself is responsible for it, for the strategies used in systematic activities always if the representation of

roles he distributes tasks is the speaker and is also the speaker for example the strategy of multiple intelligences he chooses to initiate sometimes, whether in writing he initiates the beginning in the performance of tasks Same.

Q2aMA: Do you mean teamwork?

- Yes, through experiments because we are a scientific subject.

Q2aMA: And what is the subject?

- Biology, we always find him arranging and distributing tasks to students and distributing them and preparing the experiment sometimes if it has a number of tasks and things, he tries to arrange and organize things among them.

Q2aMA: Do you feel that this helps them and develops leadership qualities?

- Yes, teamwork and collaborative work always help in the development of leadership qualities and always clear in teamwork leadership qualities.

Q2aMA: Do curricular activities also contribute?

- This is one of the curricular activities, and extracurricular activities such as curriculum projects and sometimes the extracurricular activity that they request, for example, on World Teachers' Day, we always find this leader initiator, whether in bringing participations or bringing on the school radio, he always initiates.

Q2aMA: Do you have volunteer work?

- Volunteer work is still abroad and internally was for a while, but it has become a challenge due to the large numbers and students sometimes work with the administrator, but it needs a limited number.

Q2aMA: Describe in this example how the student acquired this experience or skill and how he was able to overcome the difficulties in this activity?

- If he finds difficulty or problem during the implementation of an experiment or work, either resort to the teacher or resort to search engines in general, especially if he has it available to him at school?

Q2bMA: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
Missing

Q3aMA: What impact do you [your social and demographic characteristics] have as a teacher on the views of a particular student in terms of acquiring ~~quality and~~ student leadership qualities that can enhance the Kingdom's Strategic Plan 2030?

 - Certainly, experience has a distinction not only the leading student but all the individual differences between all students.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?
[Question and answer missing]

Q4aMA: What is the impact of social characteristics on your opinion as a teacher regarding students' leadership qualities and educational and extracurricular activities, for example, the age of students, do they have a certain way to build in them leadership qualities for middle school students that differ from the secondary stage?

- Middle school students are still in adolescence, which is an unstable stage, but in the secondary stage, stability and self-understanding begins, and the leadership personality appears more, the middle stage is just a love of control, meaning that the student only likes to impose herself, but in the secondary stage there is a kind of cooperative group education to some extent and there is love and giving from the student to her colleagues, and I consider that this is the characteristic of

the leader to be cooperative with others and initiate a solution of specific problem, and if there is a problem with the teacher, she goes and takes the initiative to solve this problem, and if it is a problem related to a fellow student that her grades are low, she takes the initiative to solve this problem, especially if she is a colleague.

Q4aMA; So you think that one of the most important leadership qualities is the initiative to solve problems?

- Yes, absolutely.

Q4bMA: Does age differ in determining those qualities?

- Certainly, individual differences and education have a role if it is in an educated environment or an uneducated environment, and also family problems affect the student's personality, so the student cannot be a leader, as they affect the student.

- ❖ **21th Participant:**
- ✓ Balanced, calm, fun, lovable, helpful. Math teacher.

Q1aMA: In your opinion ~~[as a teacher]~~, what are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030?

- Self-confidence, decision-making, discussion and dialogue with colleagues, and sometimes it is opposed, we as teachers when a student appears opposed, we believe that it is one of the most important leadership qualities of students.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?

- When the test day is determined and the review plan is determined, we find the student who stands and asks her classmates what you like and starts discussing them and then gives me a summary of that.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?

- For extra curricular activity I can give her a task when she asks her colleagues, for example, or I give her the task of determining the day of testing her colleagues, or ask her to collect the projects they have implemented, and I can ask her and her colleagues to evaluate another group.

- And the extracurricular activity when I commit them to the responsibility of the radio, when I tell them that you have a radio tomorrow, the student prepares everything.

Q2bMA: Describe in this example how the student acquired this experience or skill and how he was able to overcome the difficulties in this activity?

- Yes, for example, school radio or projects that we have implemented outside the school, such as charities, and we have in the first and second grades volunteer hours, and they go and initiate. responsibility has an effect.

Q3aMA: What impact do you [your social and demographic characteristics] have as a teacher on the views of a particular student in terms of acquiring quality and student leadership qualities that can enhance the Kingdom's Strategic Plan 2030?

- Certainly, experience has an impact, I have experience of 20 years or more, after that age, I treat them like their mother, so they feel that they are like my daughters, so they become respect because of the age difference between me and them, as well as the teacher's ability to the

scientific subject, and if she is capable of the scientific subject, this thing enhances the personality of students.

Q4aMA: What is the impact of social [and demographics] characteristics [of students) on your opinion as a teacher regarding students' leadership qualities and educational and extracurricular activities, for example, the age of students, do they have a certain way to build in them leadership qualities for middle school students that differ from the secondary stage?

- Certainly it differs greatly, I have taught the middle school and the secondary stage, the secondary stage finds more maturity, but the middle stage finds students opposed without any benefit because he only wants to prove the existence of only, but if the teacher can develop his personality and presence in a useful way, he becomes a better productive person, but in the secondary stage, you find the student more mature and opposed because his personality is characterized by calm and politics with their colleagues more, but on average it is just an imposition of an opinion.

Q4bMA: What difference does age make in determining the possession of leadership qualities?

[Question and answer omitted]

- Are the educational activities that we provide to them to develop their leadership qualities the same activities or differ from the middle school from the secondary stage?

- Yes, there is a difference, but something very simple through activities that suit the age stage only.

Appendix H: Short One Line 10-12 Word Description Responses to Research Questions

Q1aMA (Question one A MonaAlkathiri): What are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030? Q1aMA: Is that all you want to say?

Q1aMA Teacher 1: The most important leadership qualities are: having a clear plan for the future

Q1aMA Teacher 2: The most important leadership qualities are: gaining confidence, sharing with colleagues, expressing opinion, making decisions

Q1aMA Teacher 3: The most important leadership qualities self-confidence, problem-solving ability, attention to time,

Q1aMA Teacher 4: The most important leadership qualities are: courage, initiative, quick wit, stood with her colleagues, gained confidence, loved project, asked to participate

Q1aMA Teacher 5: The most important leadership qualities are: high self-confidence, ability to dialogue, discuss, express an opinion, ability to make decisions

Q1aMA Teacher 6: The most important leadership qualities are: take responsibility, time management, security, safety

Q1aMA Teacher 7: The most important leadership qualities are: independent personality, self-confidence, not completely dependent at home on her mother and sisters

Q1aMA Teacher 10: The most important leadership qualities are: self-confidence, honesty, motivation, encouragement, teamwork, character building

Q1aMA Teacher 11: The most important leadership qualities are: trust, honesty, critical thinking, self-reflection, and learning from the mistakes of others

Q1aMA Teacher 12: The most important leadership qualities are: self-confidence, setting goals, critical thinking, the ability to understand with the group, ability to influence.

Q1aMA Teacher 13: The most important leadership qualities are: confidence, courage, individual culture

Q1aMA Teacher 14: The most important leadership qualities are: behave well in choices, determine priorities, courage in public speaking and speech

Q1aMA Teacher 15: The most important leadership qualities are: honesty, self-confidence, decision making

Q1aMA Teacher 17: The most important leadership qualities are: critical thinking, courage, self-confidence, punctuality.

Q1aMA Teacher 18: The most important leadership qualities are: honesty, confidence, self-reflection, learning from the mistakes, time management, critical thinking.

Q1aMA Teacher 19: The most important leadership qualities are: taking initiative, accepted by all, not dominant, cooperation, entrepreneurship

Q1aMA Teacher 20: The most important leadership qualities are: character of the initiative in multiple roles or intelligences

Q1aMA Teacher 21: The most important leadership qualities are: self-confidence, decision-making, discussion with colleagues, opposing positions

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?

Q1bMA Teacher 1: if the student takes the initiative to solve it is a leadership trait, indicates self-confidence

Q1bMA Teacher 2: student took teacher role that indicated great confidence

Q1bMA Teacher 3: ability to discuss is important so any information is presented directly in a good manner.

Q1bMA Teacher 4: student took school radio role, gained great confidence completing the presentation

Q1bMA Teacher 5: self-confident student have ability to dialogue and discuss, becoming better with learning.

Q1bMA Teacher 6: Students who resort to Art support one of the most important leadership qualified.

Q1bMA v7: From being challenged to taking the initiative to becoming a leader distributing tasks

Q1bMA 10: Asking and holding students responsible cultivates confidence and builds personality

Q1bMA 11: Adopting, thinking critically, developing ideation, evolves self-confident leadership

Q1bMA Teacher 12: leadership is effective communications through clarification, explanation, understanding

Q1bMA Teacher 13: reading students who master diction are distinctive personalities, knowledgable, confident

Q1bMA Teacher 14: strong knowledge base students highly motivated to participate in extracurricular activity

Q1bMA Teacher 15: two sisters with author father are readers, have self-confidence and leadership capacity

Q1bMA Teacher 17: student confidence courageously expressed requesting clarification with mistaken
teacher

Q1bMA Teacher 18: student leadership thinking is revealed in problem solving exercises involving mistakes

Q1bMA Teacher 19: A student who is punctual, objective in her ideas and presentation, disciplined, balanced.

Q1bMA Teacher 20: There is always a student in every class who excels in leadership regardless of numbers

Q1bMA Teacher 21: Student leaders have the capacity to discuss and summarize test day review plans

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?

Q2aMA Teacher 1: Having students explain lessons on the school radio to gain confidence by doing.

Q2aMA Teacher 2: Having student talent innovate and discover as leaders of new technologies.

Q2aMA Teacher 3: Leading personalities participate in voluntary activities, interaction, and school radio.

Q2aMA Teacher 4: Providing voluntary packaged meals abroad as a goodness leadership project.

Q2aMA Teacher 5: Voluntary explanation of lessons before colleagues requiring high self-confidence.

Q2aMA Teacher 6: Explanation of new ideas by students to students brings out leadership qualities.

Q2aMA Teacher 7: Volunteer what students do inside and outside of school develops leadership thought.

Q2aMA Teacher 10: Having students responsible for group projects as leadership develops personalities.

Q2aMA Teacher 11: Developing members to work as a team raised confidence and the outcome of all.

Q2aMA Teacher 12: Young girls develop skills little-by-little by leading small groups of 4.

Q2aMA Teacher 13: Students outperform infectiously through engaging with others in what they love.

Q2aMA Teacher 14: Reading is a powerful motivating force encouraging, strengthening personality.

Q2aMA Teacher 15: Deep self-engagement in style, dialogue, and discussion build/cultivate leadership.

Q2aMA Teacher 17: Teamwork can assist and develop and enhance confidence in leadership qualities.

Q2aMA Teacher 18: Richness of teacher exposure and personality enhances student leadership qualities.\

Q2aMA Teacher 19: Students show mastery of leadership by ideas and responsibility they put forward.

Q2aMA Teacher 20: Student teamwork and collaborative work always help initiate leadership qualities.

Q2aMA Teacher 21: For extra-curricular activity I can ask students to evaluate the work of colleagues.

Q2bMAz How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through [extra]curricular or educational activities?

Q2bMA Teacher 1: Having students explain lessons on the school radio to gain confidence by doing.

Q2bMA Teacher 2: She gained experience, skills, & abilities through implementation of real projects.

Q2bMA Teacher 3: By participating in activities, teamwork and putting forward his ideas, for example, where he finds encouragement for initiatives and putting forward ideas.

Q2bMA Teacher 4: In cooperation and encouragement with students, meaning that we encourage them and they support each other, which is what is meant by teamwork.

Q2bMA Teacher 5: High confidence from dialogue activity enabled self-responsibility and goal setting.

Q2bMA Teacher 6: Bullying has been eliminated by students having frank sessions to exchange experiences.

Q2bMA Teacher 7: I attracted their attention, directed focus to scientific research, engaging in talk on healthy and useful pursuits.

Q2bMA Teacher 10: Putting students in charge of anything no matter how small results in having leadership qualities.

Q2bMA Teacher 11: Giving each student independent responsibility for something enabled self-identity and confidence.

Q2bMA Teacher 12: Gradual change from modest levels built into strong oncomes.

Q2bMA Teacher 13: Witnessing actual performance engages students to participate.

Q2bMA Teacher 14: Reading is one of the most powerful extracurricular activities.

Q2bMA Teacher 15: I assign thinking on your feet challengea of diction, dialogue, discussion that builds leadership.

Q2bMA Teacher 17: Instilling confidence through participation in anything is needed to encourage and motivate.

Q2bMA Teacher 18: The experience of the teacher in leading radio presentation enhances leadership qualities.

Q2bMA Teacher 19: Cooperation from peers gives feedback how well they master, present, and are responsible.

Q2bMA Teacher 20: Collaborative delegation initiating extracurricular experiments/

Q2bMA Teacher 21: Extracurricular radio or voluntary charity requiring initiation builds leadership responsibility.

Q3aMA: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan? Do you think that the years of teaching have added a lot to you?

Q3aMA Teacher 1: Age, gender, and novice teaching leadership were my influential qualities to start.

Q3aMA Teacher 2: Extensive presenting experience revealed in confident influence was my key role over time.

Q3aMA Teacher 3: My confident presentation of credible knowledge influenced leadership personalities.

Q3aMA Teacher 4: My influence was evidenced after 2-3 months in math style, morals, ethics, and participation.

Q3aMA Teacher 5: I taught students how to teach themselves by not explaining in full, so they ask their way.

Q3aMA Teacher 6: I have non-academic life leadership skills that I teach bridging art, survival and life.

Q3aMA Teacher 7: I trade science knowledge and leadership with students for critical thinking discussions.

Q3aMA Teacher 10: Getting to know each student enables knowing what she needs from every assignment.

Q3aMA Teacher 11: My greater experience provides leadership to students in reducing errors and negatives.

Q3aMA Teacher 12: My developing experience has provided leadership in knowing and dealing with students.

Q3aMA Teacher 13: Communicating leadership lessons of my experience is my primary value to students.

Q3aMA Teacher 14: The more I know students, the more I can motivate their leadership personalities.

Q3aMA Teacher 15: My personal postgraduate education has increased my impact upon student leadership.

Q3aMA Teacher 17: My educational attainment has influenced student information search leadership efforts.

Q3aMA Teacher 18: Demographic guidance of students by teachers are limited by parental influence.

Q3aMA Teacher 19: Teacher guidance could be uniquely influential and different from parental guidance.

Q3aMA Teacher 20: Length and Depth of experience can certainly be helpful to leading as well as all student differences

Q3aMA Teacher 21: Voluntary projects encouraging student initiatives facilitate leadership training.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?

Q3bMA Teacher 1: My impact limits are my science background and my limited leadership experiences.

Q3bMA Teacher 2: Impact on some middle school students gaining confidence, strength, success, self-enhancement.

Q3bMA Teacher 3: My impact affects some students but not all students according to their acceptance.

Q3bMA Teacher 4: My impact due to my extensive experience has been to more than 90% of my class.

Q3bMA Teacher 5: My impact has been on most students and has increased with experience as I have gained mastery.

Q3bMA Teacher 6: My impact has been on some students interested in subjects, grades, the test, but not all.

Q3bMA Teacher 7: My impact depends upon pushing my students and my own boundaries of interest and experiences.

Q3bMA Teacher 10: The earlier students solve problems and build confidence, the more impact I'll have.

Q3bMA Teacher 11: I impact student personalities who are fearful to participate and withdrawn by paying attention.

Q3bMA Teacher 12: I impact students who show their work in computer technology teams that affects and develops them.

Q3bMA Teacher 13: I impact students in discussions in which they reveal their personalities and leadership
qualities.

Q3bMA Teacher 14: I impact more students by better understanding their and their family demographic characteristics

Q3bMA Teacher 15: I may impact a small minority of students with my unusually deep post-graduate education.

Q3bMA Teacher 17: My demographic impact as a researcher could have a unique impact on some students.

Q3bMA Teacher 18: My uniquely background demographic as a computer teacher may influence some students

Q3bMA Teacher 19: I have uniquely different demographic background as a sociology Ph.D, that may influence some.

Q3bMA Teacher 20: My impact may be on many students as initiating experiments could influence student leadership.

Q3bMA Teacher 21: My impact will not be uniquely influential so it will affect many students, with practical know how.

Q4aMA: What is the impact of the social and demographic characteristics of students on your opinion as teachers related to students' leadership qualities, educational and extracurricular activities, and understanding of leaders that can enhance the strategic plan, for example, the average age of the student, does she need certain qualities or different activities?

Q4aMA Teacher 1: Primary don't know much what they want. Middle: sometimes lost. Secondary: understanding begins

Q4aMA Teacher2: More difference in physical and mental maturity than in skills and knowledge. Needed different qualities.

Q4aMA Teacher 3: Different. The average receives more than high school as their personality is already complete.

Q4aMA Teacher 4: Primary needs leadership qualities and can extend to middle school. Secondary is difficult to influence.

Q4aMA Teacher 5: Leadership qualities must be primary. Knowledge ed should differ by capacity- appropriate activities.

Q4aMA Teacher 6: Primary leadership must be done in the classroom. Middle and secondary requires leadership team projects

Q4aMA Teacher 7: Delivering leadership training strategy applied to primary differs from middle and secondary applications.

Q4aMA Teacher 10: Delivering leadership to primary and middle should be simpler and faster. Secondary requires more complex activities.

Q4aMA Teacher 11: Delivering leadership depends upon individual characteristics differences between students.

Q4aMA Teacher 12: Leadership starts from the characteristics of children when young at home and is refined annually.

Q4aMA Teacher 13: Different factors at different ages, such as middle vs. secondary school affects leadership.

Q4aMA Teacher 14: There are subtle differences in leadership qualities between middle vs. secondary school children.

Q4aMA Teacher 15: Rare to find middle school adolescents enjoying leadership, as students in secondary school.

Q4aMA Teacher 17: We must provide training of leadership qualities according to student age and understanding.

Q4aMA Teacher 18: Socio-demographic factors are somewhat independent of lesson content and leadership factors

Q4aMA Teacher 19: Socio-demographics factors have little to do with leadership which is an independent factor.

Q4aMA Teacher 20: Student maturity/cooperation with others leads to leadership initiative to solve problems of others.

Q4aMA Teacher 21: There is more opportunity for student leadership development by teachers in middle school.

Q4bMA: What difference does age make in determining the possession of leadership qualities?

Q4bMA Student 1: Age has a partial influence on the possession of leadership qualities for middle school students.

Q4bMA Student 2: Age makes no difference. Maturity varies as children age. Technologies can compensate.

Q4bMA Student 3: Younger ages are easier to influence about leadership, especially middle and secondary school students.

Q4bMA Student 4: Leadership qualities can be developed for students in middle school and the 1st year of secondary school

Q4bMA Student 5: Mastery, skill, style, individual differences and teacher choices influencing leadership all vary by age.

Q4bMA Student 6: Age is important to the extent that it influences taking responsibility in leadership training.

Q4bMA Student 7: Interest peaks in primary school leadership role play and falls in middle and secondary levels.

Q4bMA Student 10: The earlier in the primary and middle school levels the more she is ready to learn leadership principles.

Q4bMA Student 11: Leadership is a personal trait a student grows up that can be developed, where as an introvert can't.

Q4bMA Student 12: Leadership can be developed at any age with variation in type of learning activity and interests.

Q4bMA Student 13: Comparing middle to secondary school, age makes a difference in way of life and thinking

Q4bMA Student 14: What matters most in the school level is a good environment that brings out their leadership skills.

Q4bMA Student 15: Middle level ages think different from secondary level ages in teaching activities and leadership qualities.

Q4bMA Student 17: I think it's the same leadership qualities, but they differ in activities according to the age of the students.

Q4bMA Student 18: Environment activities of the school are affected by confidence of age by subject, lesson, situations

Q4bMA Student 19: Age makes a difference in access to natural leadership of life situations, knowledge, and optionality

Q4bMA Student 20: Student leadership is an age characteristic of personality, educational environment, and family problems

Q4bMA Student 21: Educational activities to develop leadership qualities are suitable for the student's age stage

Appendix I: Medium Three Line 25-30 Word Description Responses to Questions

Q1aMA: What are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030? Q1aMA: Is that all you want to say?

Q1aMA Teacher 1: Having a clear plan for the future, requiring self-confidence, taking responsibility, and giving time its due are the most important leadership qualities students should learn and have.

Q1aMA Teacher 2: Gaining confidence, giving students the opportunity to express their opinions with their colleagues and making decisions are the most important leadership qualities students should learn and have.

Q1aMA Teacher 3: Having self-confidence, problem-solving abilities, and paying attention to time are the most important leadership qualities students should learn and have.

Q1aMA Teacher 4: Having courage, taking the initiative, being ready with a quick wit, and having projects to work on that inspire are the most important leadership qualities students should learn and have.

Q1aMA Teacher 5: Having high self-confidence, ability to dialogue and discuss, expressing opinions, and making decisions are the most important leadership qualities students should learn and have.

Q1aMA Teacher 6: Taking responsibility with leadership, managing time, organizing opportunities for everyone, heading off bullying, avoiding collisions between those being led, and providing security and safety are the most important leadership qualities students should learn and have.

Q1aMA Teacher 7: Taking responsibility for cultivating a self-confident independent personality and not a dependent personality at home and at school relying too much on others to solve her challenges are the most important leadership qualities students should learn and have.

Q1aMA Teacher 10. Having self-confidence, honesty, and motivation as personality traits, and character building assignments to work on that build self-confidence, honesty, motivation, and teamwork are the most important leadership qualities students should learn and have.

Q1aMA Teacher 11: Having trust, honesty, critical thinking, self-reflection and learning from the mistakes of others are the most important leadership qualities students should learn and have.

Q1aMA Teacher 12: Having self-confidence, a goal setting habit, critical thinking, and the ability to understand groups, communicate, and influence others are the most important leadership qualities students should learn and have.

Q1aMA Teacher 13: Having confidence, courage and in the student's culture (including her field of expertise) w are the most important leadership qualities students should learn and have.

Q1aMA Teacher 14: Having courage to acquire and engage in public speaking and speech from the beginning are the most important leadership qualities students should learn and have.

Q1aMA Teacher 15: Having self-confidence and honesty about making decisions are the most important leadership qualities students should learn and have.

Q1aMA Teacher 17: Having critical thinking, courage. self-confidence, and punctuality are the most important leadership qualities students should learn and have.

Q1aMA Teacher 18: Having honesty, confidence, self-reflection, learning from the mistakes, time management, and critical thinking are the most important leadership qualities students should learn and have.

Q1aMA Teacher 19: Having initiative, being accepted by all, not dominant, cooperative, and entrepreneurial, and influenced by other students are the most important leadership qualities students should learn and have.

Q1aMA Teacher 20: Having the character of an initiator, she can lead the group whether the implementation of multiple roles or intelligences, being an initiator is the most important of all leadership qualities students should learn and have.

Q1aMA Teacher 21: Having self-confidence, decision-making, discussion with colleagues, and sometimes presenting opposing positions are the most important leadership qualities students should learn and have.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?

Q1bMA Teacher 1: I have an example of a student who when asked to solve a problem, takes the initiative to solve it or at least think about solving it is exhibiting a leadership trait or intention. This behavior reveals self-confidence, despite the outcome.

Q1bMA Teacher 2: I have an example of a student who explains the meaning of a paragraph takes on the role of a teacher. Doing this required great confidence about the supporting knowledge and technology underlying the explanation.

Q1bMA Teacher 3: I have an example of a student who when confronted with a topic she had not prepared for had the ability to organize her thoughts on her feet and and discuss her thoughts directly without hesitation.

Q1bMA Teacher 4: I have an example of a student who started with a promising project that I assigned her to present on the school radio. After some hesitation and encouragement, she gained confidence, stood with her colleagues, and to her surprise enjoyed completing her presentation.

Q1bMA Teacher 5: I have a group of improving students who although they are not always in complete control or understanding, nevertheless have high confidence, and right or wrong have an ability to make decisions. They fearlessly express their opinions in dialogue both at home and school.

Q1bMA Teacher 6: I have a student who surprisingly selected a topic in art, knowing how much most students have a weakness in their heart for it. This unexpected topic selection itself was one of the most important leadership qualities that she followed up with ability to distribute tasks.

Q1bMA Teacher 7: I had a student who while exhibiting initiative in a project, did not appear to have any leadership capabilities and she refused to lead a group. With my encouragement over time, however, she gradually distributed tasks, was accepted by others, then fell in love leadership.

Q1bMA Teacher 10: I have no specific examples, but in general if you hold a student responsible, you cultivate confidence, and if the student accomplishes solving something, this build a significant leadership personality.

Q1bMA Teacher 11: I have taught critical thinking to students who have leadership qualities, self-confidence and curiosity. What distinguishes their thinking comes from adopting a certain idea, thinking about it well, and trying to prove its existence in any way as an act of self-confidence.

Q1bMA Teacher 12: We have both students with leadership qualities with and without effective communications. Those with effective communication can communicate, understand and accept everyone and explain and clarity opinions, points-of-view, and are accepted by most students.

Q1bMA Teacher 13: I have a student who is a great reader, competent in diction, and held in high standard among the student who is confident in herself to a very high degree because she is knowledgeable – a trait that distinguishes her personality.

Q1bMATeacher 14: I had a student who was a distinguished student in most fields, including the Holy Quran that she had memorized. Being interested in and having a knowledge or leadership base many things motivated her to participate in most extracurricular activities in the school.

Q1bMA Teacher 15: I have a student in the third grade of secondary science who can lead a full school on her own. She is self-confident no matter how many she leads. Her sister is the same way. Both sisters and their father are readers, have self-confidence and leadership capacity.

Q1bMA Teacher 17: The student has courage and self-confidence when asking a question to the student, as she comes to discuss this question, and sometimes the teacher is wrong about a point, so the student comes and discusses this point and asks for clarification of this point.

Q1bMA Teacher 18: For the students I work with I solve problems the way students think, even if there are mistakes in solving the problem and discussing those mistakes. This leadership approach applies to specific applications, \problems, teamwork strategies, and solutions thinking.

Q1bMA Teacher 19: I can think of one of my students who is punctual, objective in her ideas and presentation, disciplined, and balanced.

Q1bMA Teacher 20: There is always a leading student in every one of my classes who excels in leadership regardless of the numbers of students in the class. This holds true because we always have individual differences between students and one is always better than the rest.

Q1bMA Teacher 21: An example of students who provide leadership is When I announce a test day and review plan, I will find a student or students who stand and ask their classmates what they liked about the course, discusses this with them, then provides me with a summary.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan?

Q2aMA Teacher 1: The most important activity is to push my students out of their comfort zone. I first assign them something slightly beyond them seeking some signs of shame or fear. Then I assign them to present on the school radio. Their confidence will usually soar after that.

Q2aMA Teacher 2: The most important activity is to ask certain students to work on discovering things in a talent innovation program, as in one we are working on discovering things that contribute to the development of education reality simulation technologies

Q2aMA Teacher 3: The most important activity is to immerse students in outreach interaction activities, voluntary activities, and school radio that build the outgoing, interactive, innovative and leadership personalities of the students.

Q2aMA Teacher 4: The most important activity must be innovative and this time was a voluntary student initiated project to provide packaged meals to workers abroad entitled, 'Take me and believe.' The organized to distribute meals as good Samaritans as an invention in giving.

Q2aMA Teacher 5: The most important activity must be confidence building expression of opinion, individual research and discussion in front of your colleagues volunteering project highlighting student teaching and participating in activities and the school radio.

Q2aMA Teacher 6: The most important activity is the new idea of volunteer projects outside of schools. There is an obligation to participate to collect points for grades. This has resulted in boldness among most students in a desire to participate and blossoming of their personalities.

Q2aMA Teacher 7: The most important activity is volunteering that develops thought and makes students see many things inside a small community, such as in school or the large community such as the city. Volunteering is an educational activity with a specific lesson.

Q2aMA Teacher 10: The most important activity has been demonstrated by holding students responsible for being school group leaders maintaining order or outside school leaders being in charge of school radio in that their personalities have developed into widely recognized leaders.

Q2aMA Teacher 11: The most important activity is developing students to refine and raise their personalities to truly work as a team so that each student is responsible for specific work aligned with her strengths confidently while simultaneously becoming responsible for the group.

Q2aMA Teacher 12: The most important activity is to develop the student little by little in small groups of four students and then can increase to 10 students and then larger. This is easier than to face the difficulty of suddenly became a class or group leader for a large number of students.

Q2aMA Teacher 13: The most important activity is for students to creatively outperform infectiously through engaging with others in what they love. Doing that highlights the student's personality, as well as the volunteer work they do in school that refines the student's personality.

Q2aMA Teacher 14: The most important activity for students is reading. By motivating students and encouraging them to read significantly, reading becomes the most important activity that helps students to strengthen their knowledge, personalities, character and future leadership.

Q2aMA Teacher 15: The most important activity is learning diction and dialogue so a student can answer questions in her own words instead of depending upon a book. Dialogue, discussion and presentations that are made, build and cultivate leadership qualities.

Q2aMA Teacher 17: The most important activity is teamwork that helps in developing leadership qualities. Part of that is participating in anything that helps and gives the student confidence, courage, and motivation to respond and search to find and know the correct answers.

Q2aMA Teacher 18: The most important activities are those such as the school radio that highlights student skills in diction and discussions and thereby enhances leadership qualities. Richness of teacher background and personality along with radio enhances leadership qualities.

Q2aMA Teacher 19: The most important activity is showing mastery of leadership by cooperating with colleagues, participating in activities understanding the lessons such as putting forward ideas, doing research on the internet, thinking critically and taking responsibility.

Q2aMA Teacher 20: The most important activity is teamwork and collaborative work that always helps in the development of leadership qualities such as being a leader initiator encouraging the participation of others in the performance of tasks on the school radio.

Q2aMA Teacher 21: The most important activity is asking students to participate in extra-curricular activities, for example to evaluate the work of their colleagues, to determine the day of testing their colleagues, to collect colleagues' projects, and to evaluate another colleague group.

Q2bMAz How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through [extra]curricular or educational activities?

Q2bMA Teacher 1: The student has gained experience, skills or abilities in overcoming difficulties with their initial presentation by using the school radio in which they were initially ashamed or afraid of using, but upon my advice, their confidence increased through more use.

Q2bMA Teacher 2: The student has gained experience, skills or abilities in overcoming difficulties **t**hrough the experimentation in and implementation of real projects where there were challenging problems to resolve

Q2bMA Teacher 3: The student has gained experience, skills or abilities in overcoming difficulties by participating in activities, teamwork and putting forward her ideas where she found encouragement for initiatives and putting forward ideas.

Q2bMA Teacher 4: The student has gained experience, skills or abilities in overcoming difficulties

Q2bMA Teacher 5: The student has gained experience, skills, abilities and confidence in overcoming difficulties through activities in which she has taken responsibility, managed time, and not missed attendance by having a role in the school and goals she wants to achieve.

Q2bMA Teacher 6: The student has gained experience, skills, abilities and confidence in overcoming bullying for example, which was eliminated by students having frank sessions to exchange experiences.

Q2bMA Teacher 7: The students have gained experience, skills, abilities and confidence by focusing on scientific research in which they select social media topics that are unhealthy and turn them into something healthy and useful by looking into the future and developing things.

Q2bMA Teacher 10: The students have gained experience, skills, abilities, and confidence in overcoming difficulties by placing students in charge of anything, no matter how small, results in having leadership qualities.

Q2bMA Teacher 11: The students have gained experience, skills, abilities, and confidence in overcoming difficulties by **g**iving each student independent responsibility for something which enabled a healthy self-identity and a boost in self-confidence.

Q2bMA Teacher 12: The students have gained experience, skills, abilities, and confidence in overcoming difficulties by making gradual change from modest levels that over time are built into strong outcomes.

Q2bMA Teacher 13: The students have gained experience, skills, abilities, and confidence in overcoming difficulties by witnessing actual performance that engages students to participate.

Q2bMA Teacher 14: The students have gained experience, skills, abilities, and confidence in overcoming difficulties by reading. Reading is one of the most powerful extracurricular activities.

Q2bMA Teacher 15: The students have gained experience, skills, abilities, and confidence in overcoming difficulties by assigning thinking on your feet challenges of diction, dialogue, discussion that builds leadership.

Q2bMA Teacher 17: The students have gained experience, skills, abilities, and confidence in overcoming difficulties by **i**nstilling confidence through participation in anything that is needed to encourage and motivate.

Q2bMA Teacher 18: The students have gained experience, skills, abilities, and confidence in overcoming difficulties by extensive teacher experience in a many situations and personalities including leading radio presentations that enhance leadership qualities among students.

Q2bMA Teacher 19: The students have gained experience, skills, abilities, and confidence in overcoming difficulties by cooperation from peers that gives them feedback on how well they master work, put forward their ideas, spend their time, and attendance they are responsible for.

Q2bMA Teacher 20: The students have gained experience, skills, abilities, and confidence in overcoming difficulties by collaborative delegation and initiating extracurricular experiments.

Q2bMA Teacher 21: The students have gained experience, skills, abilities, and confidence in overcoming difficulties by participating in extracurricular radio or voluntary charity requiring initiation that builds leadership responsibility.

Q3a: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan? Do you think that the years of teaching have added a lot to you?

Q3aMA Teacher 1: The initial impact my social/demographic characteristics had as a teacher on the views of students in terms of acquiring student leadership qualities were my age, gender, and teaching were those of a novice, but I'm better at influencing students now.

Q3aMA Teacher 2: The impact my social/demographic characteristics as a teacher had on the views of students in terms of acquiring student leadership qualities were the result of extensive presenting experience revealed in confident influence as my key role over time.

Q3aMA Teacher 3: : The impact my social/demographic characteristics as a teacher had on the amount of information and knowledge that I confidently have affecting the students' leadership personality. My confident presentation of credible knowledge influenced leadership personalities.

Q3aMA Teacher 4: The impact my social/demographic characteristics as a teacher had on the views of students in terms of acquiring student leadership qualities was evidenced after 2-3 months in math style, morals, ethics, and participation, I have influenced both students and parents

Q3aMA Teacher 5: The impact my social/demographic characteristics as a teacher had on the views of students in terms of acquiring student leadership qualities was I have taught students how to teachthemselves by not explaining in full, so they ask questions along their way.

Q3aMA Teacher 6: The impact my social/demographic characteristics as a teacher had on the views of students in terms of acquiring student leadership qualities was I have non-academic life leadership skills that I teach bridging art, survival and life.

Q3aMA Teacher 7: The impact my social/demographic characteristics as a teacher had on the views of students in terms of acquiring student leadership qualities was I trade science knowledge and leadership with students for critical thinking and discussions.

Q3aMA Teacher 10: The impact my social/demographic characteristics as a teacher had on the views of students in acquiring student leadership qualities was getting to know each student very well enabling knowing what is needed to be learned by every student for every assignment.

Q3aMA Teacher 11: The impact my social/demographic characteristics as a teacher had on the views of students in acquiring student leadership qualities was my greater experience has provided leadership to students in reducing errors and negatives.

Q3aMA Teacher 12: The impact my social/demographic characteristics as a teacher had on the views of students in acquiring student leadership qualities was my developing experience has provided leadership in knowing and dealing with students.

Q3aMA Teacher 13: The impact my social/demographic characteristics as a teacher had on the views of students in acquiring student leadership qualities was encouraging, motivating, and communicating on the basis of my teaching leadership experience as my primary value.

Q3aMA Teacher 14: The impact my social/demographic characteristics as a teacher had on the views of students in acquiring student leadership qualities was the more, better, and deeper I know students, the more I can motivate their leadership personalities

Q3aMA Teacher 15: The impact my social/demographic characteristics as a teacher had on the views of students in acquiring student leadership qualities was my personal postgraduate education has increased my impact upon student leadership.

Q3aMA Teacher 17: The impact my social/demographic characteristics as a teacher had on the views of students in acquiring student leadership qualities was the many years of my educational attainment has influenced student information search leadership efforts.

Q3aMA Teacher 18: The impact my social/demographic characteristics as a teacher had on the views of students in acquiring student leadership qualities was limited by parental influence and whether the student was accustomed to radio activities and student boldness and confidence.

Q3aMA Teacher 19: The impact my social/demographic characteristics as a teacher had on the views of students in acquiring student leadership qualities was teacher guidance could be uniquely influential and different from parental guidance.

Q3aMA Teacher 20: The impact my social/demographic characteristics as a teacher had on the views of students in acquiring student leadership qualities was length and depth of experience that can certainly be helpful to leading as well as all student differences.

Q3aMA Teacher 21: The impact my social/demographic characteristics as a teacher had on the views of students in acquiring student leadership qualities was voluntary projects encouraging student initiatives facilitate leadership training.

Q3b: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?

Q3bMA Teacher 1: The impact I had as a teacher on the views of a particular student in terms of acquiring quality and student leadership qualities was my impact limits were uniquely my science background and my limited leadership experiences.

Q3bMA Teacher 2: The impact I had on the views of particular students in acquiring quality and leadership qualities was on some middle schoolers gaining confidence, strength, success, self-enhancement that have even more talent and intellect than most secondary school students.

Q3bMA Teacher 3: The impact I had on the views of particular students in acquiring quality and leadership qualities affected some but not all students according to their acceptance.

Q3bMA Teacher 4: The impact I had on the views of particular students in acquiring quality and leadership qualities uniquely affected more than 90% of my class due to my extensive experience in this field.

Q3bMA Teacher 5: The impact I had on the views of particular students in acquiring quality and leadership qualities whether in school radio or other methodologies that uniquely affected most students and has increased with experience as I have gained mastery.

Q3bMA Teacher 6: The impact I had on the views of particular students in acquiring quality and leadership qualities has been on some students interested in subjects, grades, the test, but not all.

Q3bMA Teacher 7: The impact I had on the views of particular students in acquiring quality and leadership qualities depended upon pushing students and my own boundaries of interest and experiences. In my case engaging in training courses and workshops has affected me the most.

Q3bMA Teacher 10: The impact I had on the views of particular students in acquiring quality and leadership qualities has been uniquely due to my shift in emphasis from myself to my students as I try to fit my approach to their unique needs, instead of my own.

Q3bMA Teacher 11: The impact I had on the views of particular students in acquiring quality and leadership qualities have uniquely been student personalities who are fearful to participate and coalesce and are afraid of situations, say that they do not know how to act, then turn around.

Q3bMA Teacher 12: The impact I had on the views of particular students in acquiring quality and leadership qualities uniquely show their work in computer technology and when there is teamwork, how they participate and show this work affects and develops them greatly.

Q3bMA Teacher 13: The impact I uniquely had on the views of students in acquiring quality and leadership qualities are in discussions in all meetings is the classes and reserve classes in which they reveal their personalities and leadership qualities that I accept without question.

Q3bMA Teacher 14: The impact I uniquely have had on the views of students in acquiring quality and leadership qualities is by better understanding their family demographics where I have focused my direction to their unique interests, strengths and weaknesses.

Q3bMA Teacher 15: The impact I have had on the views of students in acquiring quality and leadership qualities is my unusually deep post-graduate education giving me a broader view of the world that may impact a small but important minority of students.

Q3bMA Teacher 17: The impact I have had on the views of students in acquiring quality and leadership qualities is my demographic impact as a researcher that could have a unique impact on some students.

Q3bMA Teacher 18: The impact I have had on the views of students in acquiring quality and leadership qualities is my unique background demographic as a computer teacher may influence some students.

Q3bMA Teacher 19: The impact I have had on the views of students in acquiring quality and leadership qualities is I have uniquely different demographic background as a sociology Ph.D, that may influence some.

Q3bMA Teacher 20: The impact I uniquely have had on the views of students in acquiring quality and leadership qualities is my experience initiating experiments that could influence student leadership.

Q3bMA Teacher 21: The impact I uniquely have had on the views of many students in acquiring quality and leadership qualities is my deep experience with practical knowhow. Certainly different, I feel that the average receives more than high school as their personality is already complete.

Q4a: What is the impact of the social and demographic characteristics of students on your opinion as teachers related to students' leadership qualities, educational and extracurricular activities, and understanding of leaders that can enhance the strategic plan, for example, the average age of the student, does she need certain qualities or different activities

Q4a Teacher 1: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion is that primary school age students don't know what they want about leadership, middle school age students are sometimes lost about leadership, and secondary school children is where leadership understanding begins.

Q4a Teacher2: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion is there are more differences in physical and mental maturity than in skills and knowledge among school age children.

Q4a Teacher 3: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion is different for different age groups. The average or middle school children receive more educational and extracurricular enrichment than secondary school children as the secondary personality is already complete.

Q4a Teacher 4: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion is primary schools need leadership qualities that can extend to middle school. There is a big difference in the secondary stage so that the student's personality is complete and there is difficulty in influencing them.

Q4aTeacher 5: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion is leadership education should be from the primary stage. As students get older, they have more mastery of leadership, and know right from wrong. Leadership education should vary by student creative capacity.

Q4a Teacher 6: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion is primary school level leadership must be done in the classroom. As leadership qualities differ, middle and secondary schools require leadership team projects where more activities can be done remotely

Q4a Teacher 7: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion should differ by age of student. Thus, the method and strategy of delivering leadership training should be different for the young primary student, the older middle student, and the oldest secondary school student.

Q4a Teacher 10: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion depends upon individual characteristics and other differences between students. Delivering leadership to primary and middle should be simpler and faster. Secondary requires more complex activities

Q4a Teacher 11: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion depends upon individual characteristics differences between students. I rely on different activities to suit all students because of individual differences in personality or mental traits. Age does not differentiate much.

Q4a Teacher 12: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion starts from the characteristics of children when young at home and is refined annually. Leadership characteristics grows up with the child. These talents can be refined more every year.

Q4a Teacher 13: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion different factors at different ages, such as middle vs. secondary school affects leadership. Sometimes family stability or way-of-life affects some personalities, and activities must suit their way of thinking.

Q4a Teacher 14: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion there are subtle differences in leadership qualities between middle vs. secondary. Middle schools have creatives that can arise and become team leaders. Secondary can be bigger, better and more aware.

Q4a Teacher 15: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion it is rare to find middle school students enjoying leadership, as thise in secondary school. The way teachers deal with the stages is different, and the laws they impose on them affect their leadership personalities.

Q4a Teacher 17: The impact of social and demographic characteristics, educational and extr curricular activities on student leadership qualities in my opinion teachers and must enhance in them leadership qualities. Teachers must provide training of leadership qualities according to student age and understanding.

Q4a Teacher 18: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion socio-demographic factors are somewhat independent of lesson content and leadership factors.

Q4a Teacher 19: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion have little to do with leadership which is an independent factor nearly impossible to accurately pinpoint the source of its manifestation.

Q4a Teacher 20: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion student maturity and cooperation with others leads to leadership initiative to solve problems of others, which is one of the most important leadership qualities that begins to show up in secondary school.

Q4aTeacher 21: The impact of social and demographic characteristics, educational and extracurricular activities on student leadership qualities in my opinion there is more opportunity for student leadership development in middle school to becomes better more productive persons unlike the settled nature of secondary student personalities who resist further change.

Q4b: What difference does age make in determining the possession of leadership qualities?

Q4b Student 1: The difference age makes in determining the possession of leadership quality is age has a partial influence on the possession of leadership qualities for middle school students. There are some girls in the third intermediate grade who feel the extent of their influence who are really leaders, students reared by their parents with morals precepts.

Q4b Student 2: The difference age makes in determining the possession of leadership quality is age makes no difference. Maturity varies as children age and also in thinking as it has become factual that middle scdhool students can be compared to high school students with the help of new technologies that can compensate when all students have access.

Q4b Student 3: The difference age makes in determining the possession of leadership quality is younger ages are easier to influence about leadership, especially middle and secondary school students. On the other hand, it is difficult to influence them whenever the age group is delayed or when you are in the university stage.

Q4b Student 4: The difference age makes in determining the possession of leadership quality is leadership qualities can be developed for students in middle school and the 1st year of secondary school. They can also be influenced by insistence, so there is a difference made by the age level in determining the possession of leadership qualities.

Q4b Student 5: The difference age makes in determining the possession of leadership quality is mastery, skill, style, individual differences and teachcr choices influencing leadership all vary by age, as well as the teacher chooses according to age and individual differences between students.

Q4b Student 6: The difference age makes in determining the possession of leadership quality is age is important to the extent that it influences taking responsibility in leadership training. I have examples of those who have developed during the Corona period. Some but not all had attended remote courses, reading the book and many other useful things.

Q4bStudent 7: The difference age makes in determining the possession of leadership quality is interest peaks in primary school leadership role play and falls in middle and secondary levels. In the primary stage they all want to participate in the work and they all want to head the group, so actively participating, the student discovers the leadership qualities she possesss.

Q4b Student 10: The difference age makes in determining the possession of leadership quality is the earlier in the primary and middle school levels the more she is ready to learn leadership principles.

Q4bStudent 11: The difference age makes in determining the possession of leadership quality is leadership is a personal trait a student grows up with that can be developed as a leading personality, whereas an introversion is a largely inherited trait that while personality can be developed is not likely to be developed into a leadership role

Q4b Student 12: The difference age makes in determining the possession of leadership quality is leadership can be developed at any age with variation in type of learning activity and interests. The middle school student needs more activity movement and more entertainment, while the secondary student becomes more mature and rational than the average

Q4bStudent 13: The difference age makes in determining the possession of leadership quality is comparing middle to secondary school, age makes a difference in way of life and thinking.

Q4b Student 14: The difference age makes in determining the possession of leadership quality is each stage has its features, and for me there are differences between the primary, middle and high school when I talk to students. However, in the end what matters most in the school level is a good environment that brings out the student's leadership skills.

Q4b Student 15: The difference age makes in determining the possession of leadership quality is middle school level ages think different from secondary school level ages in teaching activities and leadership qualities.

Q4b Student 17: The difference age makes in determining the possession of leadership quality is I think it is the same leadership qualities, but they differ in activities according to the age of the students.

Q4b Student 18: The difference age makes in determining the possession of leadership quality is environment activities of the school are affected by confidence of age by subject, lesson, and situations. Activities vary according to the scientific subject and the student's confidence in herself and according to the lesson as well.

Q4b Student 19: The difference age makes in determining the possession of leadership quality is in access to natural leadership of life situations, knowledge, and optionality.

Q4b Student 20: The difference age makes in determining the possession of leadership quality is student leadership is an age characteristic of personality, educational environment, and family problems that can affect the student's personality. Individual differences and education have a role if all are within an educated environment or an uneducated environment,

Q4b Student 21: The difference age makes in determining the possession of leadership quality is educational activities to develop leadership qualities are suitable for the student's age stage

Appendix J: Long Actual Word Description Responses to Questions

Q1aMA (Question one A MonaAlkathiri): What are the most important leadership qualities that students should have that can enhance the strategic plan of the Kingdom of Saudi Arabia 2030? Q1aMA: Is that all you want to say?
Q1aMA Teacher 1: Students must have self-confidence, responsibility and giving time its due. **Is that all you want to say?** I expect that this is all and that the student has a clear plan for future things, and I happened to have some students setting their goals that cannot be achieved until after a year or two and maybe ten years, and there is an example of this at the beginning of the year when I asked the students: What are your goals? Some of them were surprised and there are also those who said that she is a beginner in memorizing parts of the Qur'an but wants to finish the completion of the Qur'an, and there are also some goals that I did not like, but I gave them the right to talk about everything they want.
Q1aMA Teacher 2: Gaining confidence and giving her the opportunity to express her opinion, and these are the most important basic qualities. **Is that all you want to say?** Certainly also sharing with her colleagues and expressing opinion and making decisions, I think these are the most important qualities.
Q1aMA Teacher 3: Self-confidence, problem-solving ability and attention to time are also very important. **Q1aMA: Are these the most important leadership qualities you see?** For me, yes.
Q1aMA 4: Courage, initiative and quick wit, these qualities are characteristic of most of the students who have learned with me. **What are the most prominent qualities that you see in a student and feel that it is one of the leadership qualities?** There was a student who had some features, so I gave her a project to implement and broadcast it on the school radio, and she had a hesitation, but she was encouraged and stood with her colleagues and gained confidence and set off and after completing the presentation, she loved this project and asked to participate in the school radio always
Q1aMA Teacher 5: They must have high self-confidence and the ability to dialogue, discuss, express an opinion and the ability to make decisions, all these qualities must be available in students so that they can succeed in the future and benefit their country and themselves after that.
Q1aMA Teacher 6: Leadership qualities, I can talk as a teacher in the classroom, the student's space begins after I give the theoretical material where we have a theoretical material and a practical material skills, after the theoretical material ends, the student controls herself and her behaviors, so if there is teamwork between students or a strategy in which there is a common opinion between them or a model they write with each other, you must have a manager or leader with them to solve this in order to be organized, the leader is not the writer, this starts from a theoretical point of view It is my first class, so every table must have a student leader and a second student should not be deprived of leadership so that another student is the leader in a second class, so I must plant in them the leadership character, and the share after it, which is the final subject, every work or every project ends at the end of the term in a group project, The group project must have one student for the group, often the leader lacks other skill qualities, so she is not the most student artist, painter or creator because the artist, painter or creator works manually, unlike teachers, I do not need the creative student in my subject, I need the student who can organize the students so that there is no difference in opinions or differences in colors or lack of cleanliness of the table, so she must be careful in each Something and at the same time it is also nice, so there should be no collision with others, leadership is always an opportunity for everyone in every class except the final of the project, so I try to choose the student who has

responsibility with leadership. **Do you think that the most important leadership qualities are responsibility?** Yes, we are working on projects, there must be responsibility, and also time management is part of taking responsibility, as well as security and safety, and there should be no bullying, as the accumulation of bullying exacerbates the problem at the end of the class. And if you mean outside the class as activities, always look at the school radio or any activity in the school, the students who do not have attendance are the ones who must participate in such activities, and I have now digital art has become mandatory from the ministry for students, so they must deal with digital art, programs and applications digitally, the students do not want to explain the lesson, so I started with students who do not want to explain.

Q1aMA Teacher 7: As a leadership, the student must have an independent personality and not be a dependent personality, whether at home or school, but it is normal in difficult things for her to take the opinion of the teacher or mother, but do not adopt a total dependence for our class in order to start highlighting her personality, such as solving homework and exercises, it is possible to start trying herself, from here she begins to highlight the leadership personality and independence by herself and can do her homework by herself. **Do you mean self-confidence?** Yes, self-confidence, that she is not completely dependent at home on her mother and sisters to help her solve homework, so she should start trying.

Q1aMA Teacher 10: I think self-confidence, honesty, student motivation and encouragement, these are for personality traits, as for social skills, it is teamwork when you ask the student to solve a particular problem, he feels confident and character building when she reaches a solution.

Q1aMA Teacher 11: Trust is the most important thing, honesty, critical thinking, self-reflection and learning from the mistakes of others are the most important traits.

Q1aMA Teacher 12: The first thing is self-confidence, setting goals, critical thinking, and also the ability to understand with the group, there is a strong person, but she cannot communicate with others. As well as the ability to influence.

Q1aMA Teacher 13: The most characteristic is the confidence, courage and culture that the student has, whether in any field, because this enhances the leadership personality of the student, I note that culture in any field affects the leadership personality.

Q1aMA Teacher 14: In the beginning the first thing that the student has the ability to behave well in the choices and determine priorities and one of the most important things after is public speaking and speech, these things are skills that the student must acquire from the beginning. **Q1aMA: Do you mean that she should have courage in speech and public speaking?** Of course.

Q1aMA Teacher 15: Honesty as well as self-confidence when the student is accustomed to stand in front of herself in front of the mirror and tries herself as how to make decisions at home between her family and sisters, training on those qualities and self-confidence is the most important characteristic, whether she is a student, teacher or director, she must have self-confidence.

Q1aMA Teacher 17: Critical thinking, courage and self-confidence when asking and answering the question, as well as punctuality.

Q1aMA Teacher 18: Honesty, confidence, self-reflection, learning from the mistakes of others, time **Teacher:** To be initiative, accepted by all, not dominant, then cooperation, entrepreneurship, influenced by its answer among students.

Q1aMA Teacher 19: To be initiative, accepted by all, not dominant, then cooperation, entrepreneurship.

Q1aMA Teacher 20: The character of the initiative by providing his service so that he can lead the group with which he is sitting, and if you give him any of the strategies he uses, whether the implementation of multiple roles or intelligences, he initiates.

Q1aMA Teacher 21: Self-confidence, decision-making, discussion and dialogue with colleagues, and sometimes it is opposed, we as teachers when a student appears opposed, we believe that it is one of the most important leadership qualities of students.

Q1bMA: Can you give an example of a student who has acquired qualities that you think are one of the most important leadership qualities?

Q1bMA Teacher 1: For example, 'student initiative', for example, when I ask them to solve a question and the student takes the initiative to solve it, I think that this is a leadership trait, and this indicates her self-confidence even if she does not answer correctly and if she thinks about the same issue and yet takes the initiative to solve it, I like that initiative.

Q1bMA Teacher 2: Yes, when a student explains a certain paragraph, she feels that she takes the role of a teacher, this is a great confidence that the student takes, and also knowledge of new technologies and programs that they know and use in the explanation process.

Q1bMA Teacher 3: The amount of information, as she has the ability to discuss, so any information that comes to her mind she presents it directly in a good manner.

Q1bMA Teacher 4: There was a student who had some features, so I gave her a project to implement and broadcast it on the school radio, and she had a hesitation, but she was encouraged and stood with her colleagues and gained confidence and set off and after completing the presentation, she loved this project and asked to participate in the school radio always

Q1bMA Teacher 5: We have a lot of students, but the decision-making character remains, students have high self-confidence and the ability to dialogue and discussion, but not with correct understanding, they discuss everything, whether they are wrong or not, but after a year or two at the age of eighteen, the discussion becomes better with learning. **Do you think this is proof of her strength of character and leadership?** Yes, this is evidence that she has an opinion at home as well as in school, her opinion is taken and she has a space of freedom to express her opinion and discuss in dialogue and enhance self-confidence.

Q1bMA Teacher 6: Yes, in the subject of Art, I see that it is the affectionate chest of the students, and it is like a mother for girls always in the art because it is a friendly subject, a subject in which there is love and poetry, not a scientific subject, so the students who resort to it more, so choose it better because all students accept it, so I think it is one of the most important leadership qualities. As well as the ability to distribute tasks.

Q1bMA Teacher 7: We have a student in the first grade, there is a clear difference every day from the other day, in the beginning her personality was an initiative, but not a leader, that you do not feel that this student cannot lead a group, but at first she was afraid to receive a group and I used to tell her that she should receive the group and indeed I have tried to lead the group once or twice and I liked this initiative and began to distribute tasks already between her and the students and I felt that she began to show her personality Other, where we had teamwork, the student at first was afraid in the first two or three times and she was completely refusing to lead a group and the group consisted of 6 people and I told her that she could try and she became already distributing tasks and the girls had accepted her leadership for them and then she loved to lead and before I came to class she distributed tasks and prepared papers.

Q1bMA Teacher 10: There is nothing in my mind now from examples, but in general, the student in all the stages she goes through I think that when you ask her something and hold her

responsible, you cultivate confidence in her, and if the student reaches a solution and accomplishes the work, this builds personality significantly.

Teacher 11: Yes, I have taught critical thinking to students and they have leadership qualities, self-confidence and curiosity that distinguish their thinking by proving its existence and proving existence is putting forward the idea, as it always comes from adopting a certain idea and thinking about it well and trying to prove its existence in any way, so I think that proving this existence is self-confidence.

Q1bMA Teacher 12 There are many students who have leadership qualities and there are other students who have leadership qualities without effective communication, so you find the classroom has quarrels because they cannot impose their control over them, and there is another chapter where the student has the ability to communicate with them and the ability to understand them and accept other points of view and explain her vision and point of view and clarify her opinion, so students accept them and become a strong group. And the school also has an influence on the manifestation of these qualities.

Q1bMA Teacher 13: Yes, there is a student I found in the diction and in standing among the students is distinctive, when I search for a student, I find her confident in herself to a very high degree because she is knowledgeable and reader, and that thing distinguishes the student's personality.

Q1bMA Teacher 14: Last year, we had one of the students who was distinguished in most fields, and in the beginning, she was a memorizer of the Holy Quran, and the diction was very wonderful at that time, and that thing motivated her to participate in most extracurricular activities in the school, meaning that any participation or request to participate in any activity is a forerunner in that thing.

Q1bMA Teacher 15: I have a student in the third grade of secondary science can lead a full school on her own, she is confident in herself and no matter how many attendees then she is confident in herself to a great degree and if the whole school meets and our students over 1000 students, she reads anything and sets off with confidence. **And what do you expect to be the most prominent thing in the student?** I asked her the same question and I was surprised that she has a sister in the first grade of secondary school and she also has the same skills and she has provided the same thing she and her sister and her colleagues and discovered that the reason is their father and they have acquired these qualities from him and he has the qualities of a leader and has planted these qualities in them until they became springboards and if they present the school radio, all the teachers are waiting to hear them because of their launch and superiority. **And how do you think that their father instilled these qualities in them?** I think their father is an author or something like that and he could have a leadership position and I will do a graduation ceremony for her and her father is the one who will say the dialogue so I think he is an author or a writer.

Q1bMA Teacher 17: The student has courage and self-confidence when asking a question to the student, as she comes to discuss this question, and sometimes the teacher is wrong about a point, so the student comes and discusses this point and asks for clarification of this point.

Q1bMA Teacher 18: During the implementation of a specific application or solving a specific problem or implementing a specific strategy when implementing teamwork, time management and thinking while solving a particular problem, I want to solve with the way students think, even if there are mistakes in solving the problem and discussing those mistakes.

Q1bMA Teacher 19: A student who is punctual, objective in her ideas and presentation, disciplined, balanced.

Q1bMA Teacher 20: Yes, we have individual differences between students, so one of the students must pass us, or even in the classroom in general, that there is a leading student, especially if they are large numbers.

Q1bMA Teacher 21: When the test day is determined and the review plan is determined, we find the student who stands and asks her classmates what you like and starts discussing them and then gives me a summary of that.

Q2aMA: In your opinion, as a teacher, what is the most important educational or extracurricular activity that a student can engage in or use to enhance the understanding, acquisition and development of the most important leadership qualities that can enhance the strategic plan

Q2aMA Teacher 1: First, I was asking them as a teacher to explain part of the lesson in any way, such as she wants to add questions to it or add a PowerPoint presentation to it to explain it or add a video clip, and I used to see the student who is ashamed or afraid, so I was asking her on the school radio and they were very afraid of the school radio, so I used to tell them that if she is afraid this time, then confidence will be enhanced the second time, and there was a big and clear difference in their confidence because of appearing on the school radio.

Q2aMA Teacher 2: The invention of any program We are now working on talented people who are working to discover things that contribute to the development of education, especially in technologies, and we are now working on good projects, which they call talent innovation, that is, they are doing projects simulating reality, but a certain category of students and not all students.

Q2aMA Teacher 3: Participation in activities, interaction, volunteer work and school radio is very important, as it proves the leading personality of the student.

Q2aMA Teacher 4: There are many projects that we have implemented with the students, but the last project we implemented is a voluntary project and the idea of the students themselves entitled 'Take me and believe' is to provide packaged meals and put phrases on them and offer them to workers abroad and has given them a great motivation for the love of goodness and they are racing to distribute meals and we have documented this initiative and we will publish it on the school's page.

Q2aMA Teacher 5: We have a program now from the ministry, non-methodology, which is volunteering, and some leading personalities have emerged by highlighting participation in activities and school IOKradio, and there are also activities that are not required from the teacher, but they participate in them and express their opinion, and there are also some students who want to explain the lesson themselves, this is evidence of high self-confidence when you stand in front of their colleagues and explain the lesson, and there are students who go to classes in order to get opinions on certain topics, this means participation from students, these are all non-methodical activities. **Does this develop their leadership qualities?** Certainly, this generation has given them teaching strategies the opportunity to develop their self-confidence, the ability to dialogue and the ability to discuss, now there is a difference in education and a difference in the personalities of students, this is all because students have become free to express their opinion, explain and discuss.

Q2aMA Teacher 6: I do not know, but I think that the new idea that they put forward a while ago, which is the idea of volunteering and committed to the points of the students, has brought out beautiful things in their personalities, this volunteering program in itself because it is linked to the grades of the students, so there is an obligation to participate to collect points, as there has

become more boldness among the students, except for only two or three who do not want to participate, but the majority participate because they plan for the future.

Q2aMA Teacher 7: For example, all our volunteer work is now open when we started to explore volunteer work and felt that girls have a love of volunteering for the things they do inside and outside the school, it develops thought and makes students see many things, whether in the small community, which is the school or its large community. **This volunteering is non-methodical, so what is the educational activity?** Our educational activity is often the association of each student with a specific lesson, so this lesson we have is a video show, for example, since a while ago we had a lesson about the Kingdom's Vision 2030, so I showed a video clip of them, and when I surveyed them, I was surprised by the knowledge they have of these many things, for example, the NEOM project, they used to talk about it as if they lived in it and talked about all the things in it, to the point that one of the students told me that one day she would become an engineer there in that

Project.

Q2aMA Teacher 10: In the classroom, I think that when you hold the student responsible for being the leader of the group, and outside the projects that can be done in the school, such as maintaining order, afforestation, or becoming in charge of school radio, I see that students who are assigned to activities have different personalities.

Q2aMA Teacher 11: Like the individual presentations made by students, they give them motivation and break the barrier of fear for them and become more courageous and also teamwork in the same project, although I have a reservation about teamwork because they do not have the skill of cooperation in teamwork, in teamwork within the team, relying on only two individuals or two individuals in the group, such as academic projects required of them and so on. I also ask them to work collectively that each student is responsible for a specific work for which she is responsible, so the student became responsible and participated with the group This refined and raised their personalities, and the student paid attention to her strengths and developed herself and became more confident.

Q2aMA Teacher 12: Certainly group activities, any group activity in which specific numbers and not open groups or large numbers because they are still at a young age lack a lot of skills, it is possible to start in small groups of 4 girls and then can increase to 10 students and then larger and thus possible to develop the student little by little and that is easier than to face the difficulty of leadership that she suddenly became a class leader or a group leader for a large number of Students, so teamwork highlights their leadership qualities.

Teacher 13: If the teacher participates in providing lessons or presentations, they are creative and there are some students who are creative in making presentations, and sometimes the student outperforms the teacher because she loves this thing, they are more and more familiar with technology, and this affects the student's performance through presentations and explanations, so students are distinguished when they participate with the teacher in the explanation, and that thing highlights the student's personality, as well as the volunteer work they do in school, this refines the student's personality, and some of them are lovers of this thing and sometimes This thing is coming in an official way, but there are some students who accept it willingly. **Do those who participate unwillingly affect them?** Yes, when they participate and see these activities, their perception of these activities changes and affects them, but others accept them and want to participate.

Q2aMA Teacher 14: Reading, by motivating girls and encouraging them to read significantly, reading is the most thing that helps to strengthen the personality.

Q2aMA Teacher 15: I think it is the skill of diction and dialogue, I always tell her that I want to answer herself and do not see the book and I want you to explain and do not look at the book, I want to see your style, and according to the dialogue, discussion and presentations that you make build and cultivate leadership qualities and there are offers that have no benefit, so the presentations must include activities and be characterized by creativity and participation, so I think that the discussions and questions presented by the student all of this enhances the cultivation of leadership qualities among students.

Q2aMA Teacher 17: A good educational activity, which is after the completion of the explanation of the lesson, there is an interesting question or video that attracts them, and this enhances confidence in some students who feel ashamed and distrustful, but other students help them to accomplish these activities. **Do you mean that teamwork helps develop leadership qualities?** Yes, it helps in developing leadership qualities. **In your example, how do you think the student has acquired qualities that you think are one of the most important leadership qualities?** There are some students who have auditory skills and are ashamed to speak and are afraid that their answer is wrong, so I must ask them an appropriate question that you can answer, and thus I instill confidence in them and then motivate and encourage them and creative after that. We try to let her participate in anything so that it helps her and gives her courage to respond and search and know the correct answers.

Q2aMA Teacher 18: I see that the school radio has a major role in highlighting the student's skills, so it is possible to highlight her skills in diction and discussions, so I see that the radio contributes significantly to enhancing leadership qualities and also presentations when solving any activity I ask them and also discussing projects when chairing the session with her colleagues, all of which has a great impact in enhancing the leadership qualities of students. As well as explaining part of the lesson. **What impact do you have as a teacher on the views of a particular student in terms of acquiring quality and student leadership qualities that can enhance the Kingdom's Strategic Plan 2030?** Certainly, it has an impact, as the teacher for students is a guide and promoter for them, and certainly the years of teaching, because of the large number of situations that the teacher is exposed to and the personalities that she has experienced, all of this affects and enhances the teacher's personalities, which have a significant impact on the development and enhancement of leadership qualities among students

Q2aMA Teacher 19: Participate in activities, research on the Internet, understand the lesson not only memorization, constructive critical thinking. **In your example, how do you think the student has acquired qualities that you think are one of the most important leadership qualities?** Through cooperation with colleagues, it appears through the term know that she is a leader by putting forward ideas, taking responsibility and mastering work.

Q2aMA Teacher 20: Of the extracurricular activities can be experiments, although they do not support us the same possibilities schools that support the leading personalities experiences where the leadership qualities are clear when a student trains a certain group and do the experiment itself is responsible for it, for the strategies used in systematic activities always if the representation of roles he distributes tasks is the speaker and is also the speaker for example the strategy of multiple intelligences he chooses to initiate sometimes, whether in writing he initiates the beginning in the performance of tasks Same. **Do you mean teamwork?** Yes, through experiments because we are a scientific subject. **And what is the subject?** Biology, we always find him arranging and distributing tasks to students and distributing them and preparing the experiment sometimes if it has a number of tasks and things, he tries to arrange and organize

things among them. **Do you feel that this helps them and develops leadership qualities?** Yes, teamwork and collaborative work always help in the development of leadership qualities and always clear in teamwork leadership qualities. **Do curricular activities also contribute?** This is one of the curricular activities, and extracurricular activities such as curriculum projects and sometimes the extracurricular activity that they request, for example, on World Teachers' Day, we always find this leader initiator, whether in bringing participations or bringing on the school radio, he always initiates. **Do curricular activities also contribute?** This is one of the curricular activities, and extracurricular activities such as curriculum projects and sometimes the extracurricular activity that they request, for example, on World Teachers' Day, we always find this leader initiator, whether in bringing participations or bringing on the school radio, he always initiates. **Do you have volunteer work?** Volunteer work is still abroad and internally was for a while, but it has become a challenge due to the large numbers and students sometimes work with the administrator, but it needs a limited number. **Describe in this example how the student acquired this experience or skill and how he was able to overcome the difficulties in this activity?** If he finds difficulty or problem during the implementation of an experiment or work, either resort to the teacher or resort to search engines in general, especially if he has it available to him at school?

Q2aMA Teacher 21: For extra curricular activity I can give her a task when she asks her colleagues, for example, or I give her the task of determining the day of testing her colleagues, or ask her to collect the projects they have implemented, and I can ask her and her colleagues to evaluate another group.

Q2bMA Teacher 1: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
- I think it's the same answer to the previous question. First, I was asking them as a teacher to explain part of the lesson in any way, such as she wants to add questions to it or add a PowerPoint presentation to it to explain it or add a video clip, and I used to see the student who is ashamed or afraid, so I was asking her on the school radio and they were very afraid of the school radio, so I used to tell them that if she is afraid this time, then confidence will be enhanced the second time, and there was a big and clear difference in their confidence because of appearing on the school radio.

Q2bMA Teacher 2: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
- Through the implementation of these projects and there is a challenging question to solve the problem.

Q2bMA Teacher 3: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
- By participating in activities, teamwork and putting forward his ideas, for example, where he finds encouragement for initiatives and putting forward ideas.

Q2bMA Teacher 4: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
- In cooperation and encouragement with students, meaning that we encourage them and they support each other, which is what is meant by teamwork.

Q2bMA Teacher 5: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
- Because of these activities, she has become able to take responsibility and the ability to manage time and become responsible and not to miss the attendance, she has become responsible and has a program and activity, that is, she has a role in the school, so she feels that she must attend and not be overwhelmed by her desires and does not say I want to sleep or laziness, as she has a goal she wants to achieve.

Q2bMA Teacher 6: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
- For example in some schools, agents come to students and ask them who wants to participate and what areas they like, and there are students who say that they love drawing and coloring, and from my experience I have questions like this, but students do not like drawing and colors, so they give them other voluntary suggestions to beautify the school and are counted for them in volunteer work, and I do not know whether they are allowed or not, and some of them can implement learning communities for students, and I think that learning communities One of the most common things for students that eliminates the idea of bullying is that when students sit down and have frank sessions with each other, they exchange experiences from each other, there is a transfer of knowledge and they take things more seriously.

Q2bMA Teacher 7: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
- I expect that the student who starts working at the beginning, for example, the student that I told you did not have leadership qualities and was afraid to participate at the beginning and all the students who have the same feeling are sometimes have a presentation to make and they were afraid at first, but after encouraging them they became very interested in the subject, so in the beginning you should attract their attention, the listener must attract his attention, so they work on the things that they want to change in these qualities. For example, when I present a discussion, I want to attract their attention at first as viewers, so I liked the way they have scientific research, because they look at the Internet, they are more familiar with social media than we do, Therefore, I liked that this knowledge is directed to something healthy, as they are familiar with all things in social media, so I want them to search for the right things on social media, when I asked them things to look for, they started talking about it and the way they opened the topic and attracted it to the topic that you are talking about is very wonderful, I was discussing with them about a topic about how to turn something unhealthy on social media into something healthy and useful, many of them talked about the topic of Time Limit, so tell me what you think To reduce the duration of your entry into social media through this feature, and in return you will get points whenever you reduce your access to social media, and you can use these points in several areas, such as buying from Sephora or from several other places, so they look to the future and how to develop things and know very well where the problem is and when I asked them why you chose this topic? And they said: Because we miss sitting with each other and talking and discussing, even in visits and events, all people look at phones and do not talk to each other, so they see that they should end this habit, but in a positive way. I liked the method

of scientific research, students are now heading towards healthy trends in eating and sports, the healthier things you do, the more points you take on them.

Q2bMA Teacher 10: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?

Missing answer

Q2bMA Teacher 11: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?

Missing question and answer

Q2bMA Teacher 12: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities? Missing question and answer

Q2bMA Teacher 13: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities? [Missing question and answerd]

Q2bMA Teacher 14: Is reading only or are there other activities that enhance the acquisition of leadership qualities among students? [totally different question]

- No, activities in general affect students as they give presentations such as video presentations, montages, etc. and are creative with these things.

Q2bMA Teacher 15: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?

[Missing question and answer

Q2bMA Teacher 17: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities? [

Mission question, missing answer]

Q2bMA Teacher 18 - What impact do you have as a teacher on the views of a particular student in terms of acquiring quality and student leadership qualities that can enhance the Kingdom's Strategic Plan 2030?

- Certainly, it has an impact, as the teacher for students is a guide and promoter for them, and certainly the years of teaching, because of the large number of situations that the teacher is exposed to and the personalities that she has experienced, all of this affects and enhances the teacher's personalities, which have a significant impact on the development and enhancement of leadership qualities among students.

Q2bMA Teacher 19: In your example, how do you think the student has acquired qualities that you think are one of the most important leadership qualities?

Through cooperation with colleagues, it appears through the term know that she is a leader by putting forward ideas, taking responsibility and mastering
work.

Q2bMA Teacher 20: How do you think that the student in your example has gained experience, skills or abilities in overcoming difficulties through curricular or educational activities?
Missing

Q2bMA Teacher 21: Describe in this example how the student acquired this experience or skill and how he was able to overcome the difficulties in this activity?

- Yes, for example, school radio or projects that we have implemented outside the school, such as charities, and we have in the first and second grades volunteer hours, and they go and initiate. responsibility has an effect.

Q3aMA: What impact do your social and demographic characteristics as a teacher have on the views of a particular student in terms of acquiring student leadership qualities that can enhance the strategic plan? Do you think that the years of teaching have added a lot to you?

Q3aMA Teacher 1: Sure, as at first, I was fairly quiet but now I am much better. **And you think you're influencing students?** Yes

Q3aMA Teacher 2: Certainly, years of experience have a major role in the process of gaining confidence and the process of communicating information and social relations with students have a big role, experience always has a key role.

Q3aMA Teacher 3: Through the amount of information and knowledge that I have through the method of presentation, it affects the student when receiving it, when I am confident in myself when presenting information, it affects the student's leadership personality.

Q3aMA Teacher 4: Yes, I have influenced a lot on the students, and even the parents when they come to visit , they tell me that I have influenced their children as they did not like mathematics, but after two or three months, their view has completely changed to mathematics, everything is according to the teacher and the way and style of their dealing, even in acquiring certain morals, and you want to change certain ethics in this class, and certain ethics have been changed in the students that we have and indeed it has become We have outstanding students who participate in talent competitions and Olympics at the international level, and we also have distinguished teachers.

Q3aMA Teacher 5: Like the little teacher, this is a good thing so that she has strengthened confidence, this is the best thing for me, and you should not explain the lesson in full, as possible paragraph by little, the student is young, so it is a good thing to have courage, as she has strengthened courage, ask a question, this makes her feel confident, that is, she has become a teacher and thinks how to formulate a question, design a map, pass them to see their maps so that they are creative in design, to summarize the lesson, and then The ability to summarize. All these things are new to us even as teachers and students have benefited from them, as these strategies have become at work and even at the university, their teaching style has become better than the previous method, as they have field studies and application and not everything is theoretical only.

Q3aMA Teacher 6: The first thing, I entered this field and I am one of the first, I graduated and I am the second in the batch, and I did not enter the specialization because it is easy, but because I love it, it is the same as my subject, when I give the subject to students, I take into account that there are students who love the subject , so outside the class, if the student comes and asks for additional things, I can give her courses for money, but because the field is available to us in the school, I give them everything inside the school for free, for sure, it is possible to develop the skill of a student , which is selling on Instagram and becomes a saleswoman who sells products with acrylic products, so I become proud of her when I offer her things that I used to offer when I didn't have a job. And the other thing is "girls who do not like the art subject, I do not focus with them on the subject that has manual work and even sometimes I take it as a field in life, such as paintings in the boulevard and restaurants, so I link them to reality, it is not a condition

that each one be in the same field to have a sense of subject or love for the subject , some of them take it Academically, I am not academic, and I liked my subject because I taught boys and taught girls, but most cases of emotional separation between parents appear I have it and it does not appear in school, and the last case of mine was a lesson called short stories about miniatures small details, when I told the girl to explain the drawing to me, tears fell, and I asked the guide about her condition if there is anything and she told me: No, there is nothing, but when I asked the girl, she said: Yes, there is a separation for her parents for 10 years and the girl takes care of everything at home, so this is something for the wounded girls at home, I feel that my subject has some kind of treatment and the girls who have Hyperactivity, they work for me, they release their energy, so I enjoy it

Q3aMA Teacher 7: Certainly, every year I acquire at the beginning of each year is always the opening word that I say to students that you are coming to learn and acquire science and many things and in return I learn from you too so it is a reciprocal process, so I as a teacher my role is to guide and you give me the ideas that you have, and I always tell them we are in a ship and I am the captain of the ship and I cannot work alone, Someone must help in raising the sail and we must take turns on many things and cooperate until The boat reaches the beach of safety and the goal we want. **Do you mean that critical thinking, discussions and debates on topics are leadership qualities?** Certainly all of these are leadership qualities.

Q3aMA Teacher 10: Certainly, the years of teaching as a teacher have an impact, in the beginning everything was diligence, but after a period of time, especially the last period (the last three or four years), dealing with students became clear and knowing each student and what he needs from a certain assignment.

Q3aMA Teacher 11: Certainly, the more experience a person has, the more he refines himself and keeps away from mistakes and does not become perfect, but he has become better than before and his mistakes are reduced, so today I am not me after five years and I am trying to plant this idea in students that today it is not after five years, so we must focus on the negative qualities that we have and try to modify and develop them.

Q3aMA Teacher 12: Certainly I influenced greatly, I measure myself at the beginning of the appointment and now there is a big difference in dealing with students and my vision of students and my distinction of their qualities and the courses and reading in this area have greatly affected in dealing with them and knowing their behaviors more.

Q3aMA Teacher 13: It can be said that the strongest reason for me is experience that I have many years of experience, so I move and rise every year to a certain degree in communicating with students in my view of them, whenever the teacher is encouraging and motivating them, we see their usefulness.

Q3aMA Teacher 14: s

Q3aMA Teacher 15: With myself, in my beginning I was shy, but with my master's degree, it was planted in something big and a big change occurred, and I had obtained a master's degree from King Saud University, and at first in the first term, I was ashamed to talk to men or even respond to the doctor, and I had the skills and ability to deliver information, but I was ashamed, but I talked to myself and knew that I should participate in the activities. In the first term, I was very shy, but then I became very bold to a very large degree, when I got a master's degree, I not only got a scientific degree, but I benefited and became much bolder, at first, I was afraid and shy a lot, but then I hoped to complete my doctorate at King Saud University, but by virtue of my specialization, it was curricula and methods of teaching forensic sciences, so there was no doctorate.

So, Years of teaching, educational attainment, training courses all have an impact.

Q3aMA Teacher 17: Do you remember a specific situation in which you influenced students? Yes, the students were given a search and were able to create it through the search, but in the beginning the students did not make any effort in the search, so they used to take it through the Google platform (copy and paste), but now the student knows how to search for information, its source and reference. **Do the years of teaching and educational attainment have an impact on the development of students' leadership cultures?** Yes, it has an effect.

Q3aMA Teacher 18: Serious revision to question. Consider asking this question as originally crafted. Here is your revised question and response: What is the impact of [your] social [and demographic] characteristics [on your opinion] as a teacher regarding students' leadership qualities and educational and extracurricular activities, [on the views of a particular student] for example, the age of students, do they have a certain way to build in them leadership qualities for middle school student that differ from the secondary stage?
Certainly, d, so is he accustomed to radio, whether in the primary, middle or secondary stage, depending on the student's boldness and self-confidence and habituation

Q3aMA Teacher 19: Yes, uniquely influential.

Q3aMA Teacher 20: Certainly, experience has a distinction not only the leading student but all the individual differences between all students.

Q3aMA Teacher 21: [question omitted 'your social and demographic characteristics thus changing the question too much'] Yes, for example, school radio or projects that we have implemented outside the school, such as charities, and we have in the first and second grades volunteer hours, and they go and initiate. responsibility has an effect.

Q3bMA: Do you think this feature is uniquely influential or does it affect many of your other students or will you have an impact on some of them?

Q3bMA Teacher 1: Certainly, it affects some of them and not all, depending on the subject I study, which is science, and not all students love science, it is impossible to influence the whole class of 40 or 45 students, but at least I will win them. **Have you had leadership opportunities before?** Yes, I got but I didn't like these opportunities, I was offered opportunities like agencies and management, but I didn't like them. **Have you been offered the opportunity to lead students in a project or something?** Yes, there were some university students under my leadership in training.

Q3bMA Teacher 2: It is generally influential on all students, but there are some students individually who are affected by any guidance and experience always gives new experiences where it avoids negative things that I used with students and individually, we have seen this clearly with some students. **What is the impact of social characteristics on your opinion as a teacher regarding students' leadership qualities and educational activities?** Gaining confidence, strength and success, as he has confidence and self-enhancement. **Does the age of students differ from one stage to another, for example, are middle school students different from high school students?** Certainly not, in this generation, the age group of the middle school is quite similar to the secondary stage, and on the contrary, we must develop these qualities in the age group of the middle stage, where there are great talents and their intellect is even greater than the secondary level.

Q3bMA Student 3: Yes, it affects some students and not all students according to their acceptance.

Q3bMA Teacher 4: We have 47 students in the classroom, and I can tell you that I have influenced 43 or 44 students out of the total number of students, and this thing is a very important grant for the development of education and students and so that we have awareness as teachers, even when you offer scientific Subject to students, this only comes with experience.

Q3bMA Teacher 5: It affects most students, whether school radio and others, and even the student who does not participate, she wants to participate, and of course as the years of experience increase, she becomes a mastery of strategies, subjects and the formula of questions, unlike the teachers start teaching firstly.

Q3bMA Teacher 6: Certainly, I think it affects some students, as some students are more interested in grades such as science subjects, grading subjects, and even the test, some students do not take it with interest.

Q3bMA Teacher 7: She differentiates by the percentage of influence, if there is one that you feel that she is neither in favor nor opposed, but the topic has an impact on her and preoccupies her, if there is a discussion on a topic and after two or three days I ask them to talk about this topic in two or three lines, so I see that the topic attracts her attention and preoccupies her mind, we as people must have a point of view on anything and any topic, so when I come to discuss and ask her about her point of view, she tells me that she does not know, so I say What do you think, are you in favor or against this matter? **Do you think years of teaching have an impact on students?** Certainly, I think that experience and mixing in different environments in society, such as different educational stages, training courses, workshops, is what affects the most, not the number of years.

Q3bMA Teacher 10: Missing question and answer

Q3bMA 11: Yes, and after the school year i did take their opinions and indeed their opinions have changed, there is an imprint and even students who did not like to work in a group became working in a group and discovered that they were in the dark side and did not discover themselves, after this change they were happy with it. **Do you remember a specific situation in which you influenced students?** Yes, there were students whose personalities are withdrawn and afraid to participate and coalesce and are afraid of situations and say that they do not know how to act, but then I know that the student has been affected by me in a certain situation when I was aware of a situation and I am handling it and overcome it and I knew after that the student was affected by it and paid attention to it and I did not pay attention to it.

Q3bMA Teacher 12: Yes, since I am a computer teacher, there are many students who tend to technology, and when there is teamwork and how they participate and show this work, this work affects them and develops them greatly.

Q3bMA Teacher 13: Missing question and answer

Q3bMA Teacher 14: Missing question and answer

Q3bMA Teacher 15: [Missing question and answer]

Q3bMA Teacher 17: [Missing question and answer]

Q3bMA Teacher 18: [Question and answer are missing]

Q3bMA Teacher t 19: Yes, uniquely impressive.

Q3bMA Teacher 20: [Question and answer missing]

Q3bMA Teacher 21: [Question and answer missing]

Q4aMA: What is the impact of the social and demographic characteristics of students on your opinion as teachers related to students' leadership qualities, educational and extracurricular activities, and understanding of leaders that can enhance the strategic plan,

for example, the average age of the student, does he need certain qualities or different activities?

Q4aMA Teacher 1: Certainly, it varies from age to age, for example, in the secondary stage, the student began to understand and understand the thing she wants quickly, and the middle stage has some suffering, but the primary stage has difficulty understanding what they want.

Q4aMA Teacher 2: Missing question and answer

Q4aMA Teacher 3: Certainly different, I feel that the average receives more than high school as their personality is already complete.

Q4aMA Teacher 4: Yes, I have taught primary, intermediate and secondary, and the category that can instill in them these qualities easily is the primary stage and extends to the average, but there is a big difference in the secondary stage so that the student's personality is complete and there is difficulty in influencing them, there is development, but it needs insistence from the teacher, everything in the beginning is difficult, but it comes with repetition.

Q4aMA Teacher 5: Yes, as students get older, they have more mastery of leadership, and know right from wrong, but leadership education should be from the primary stage. **When educational activities are applied to them, do they differ from age to age?** Certainly differ according to their abilities, I do not ask them things outside their abilities so that they do not have mistrust and failure, the teacher must estimate the appropriate tasks for each person according to individual differences, meaning that if there is a creative student, I ask her a better activity and if there is a simple student I ask her an easier activity, everything is according to individual differences.

Q4aMA Teacher 6: Certainly, I have taught primary boys and girls, they differ, and in the primary stage for girls and boys, the largest leadership characteristic they have is to stand on the classroom and no one comes out of the classroom or collect books, this is a leadership characteristic, as for the intermediate and secondary, the leadership qualities differ, so they can guide the students or create a project, they do everything remotely and they do team work as well and even remotely, and this is more comfortable in the adult stages.

Q4aMA Teacher 7: Leadership qualities are the same, but differ in the way they are delivered to the student, so my method that I give to primary is not like my method that I give to the intermediate or secondary, so the method is different, as well as the strategy and the way it is applied with the young student in age from the older student.

Q4aMA Teacher 10: Certainly, the earlier the student is in primary and intermediate stage, the more he is ready to acquire these qualities, but when he is older, it becomes difficult to cultivate confidence in him or try to be a person with an independent personality. The use of activities varies from age to age, the younger ones are easier, the simpler, the more entertaining, the faster solutions, and the older ones raise the level of activities

Q4aMA Teacher 11: Certainly yes, we believe in individual differences between students, they differ in characteristics, we know that there is a practical student and there is an active student and there is a student who has mental intelligence and likes to write and create arithmetic things more than practical, so we rely on different activities to suit all students and these are individual differences, whether personality traits or mental traits, these are all known things. Age does not differentiate much, especially the secondary stage, the first grade of secondary school can be more childhood or early adolescence, but personal traits are what differentiate, sometimes a student in the first grade of secondary school has a leading personality more than a student in the third grade of secondary school.

Q4aMA Teacher 12: Certainly different, I see that leadership starts from home from the characteristics of the child when he is young, it grows up with him either to be non-leader or be a leader and after he enters school these talents are refined more and every year develops according to the circumstances he faced socially either increased leadership qualities has or to be frustrated in a certain way has leadership qualities, but negative leadership, leader authoritarian will not have the advantages of a successful leader.

Q4aMA Teacher 13: Yes, where the middle stage differs from the secondary stage, there is an age difference between the two stages, and sometimes family stability affects some personalities, whether it is stability or even a way of life in the life that the student also lives has a great impact sometimes positively and sometimes negatively and I see that the secondary is different from the middle as their thinking differs, so the activities must suit their way of thinking

Q4aMA Teacher 14: It can be said that there is a difference in the attributes between the middle and secondary stages, but it is not a big difference, and it can be said that the middle stage has creative students and we cannot say because they are small we can not exploit their skills, they come from the middle leaders from the beginning so that they can be a team leader and arise a group and give tasks and responsibilities to girls, and even in the secondary stage its level is higher, but at the same time it does not decrease from the middle, and there are differences in secondary understanding better, bigger and more aware They can give more and better than middle, but middle and secondary give more.

Q4aMA Teacher 15: In general, the characteristics of the age of the student control it in the middle stage you find that students in adolescence and it is very difficult to find a student who enjoys the status of leadership at this stage, but in the secondary stage you can find them the student who has the status of leadership to the extent that there are some girls tell her that she will become a doctor and you will become an engineer. Charisma gives them this position. **Are the activities different from middle school from high school?** Certainly different in the secondary stage, as their thinking scales differ from the middle stage and differ in terms of the activity that I give to the secondary, so when I give the activity to middle school students, I give them and I want to direct this activity to the secondary stage, the teacher who teaches for the middle stage and the secondary stage, the way she deals with the middle stage is different from the secondary stage, as well as even the laws that you impose on them affect their leadership personalities to a large extent, so I must give them laws and agree on Conditions of the first class and they must committee by them, for example, in attendance when some girls are late to attend in the break period, I gave them 5 minutes after the break period and the student who is late for the 5 minutes, I put a circle on it in the attendance record for this student and if the girls gathered around three circles, write her one day of absence, so the students are fighting so that they are not late for the class, if the student wants to go to the bathroom, there is no problem I say Go with two minutes and the student should not be late for two minutes. So when you make the rules from the beginning, everything gets right.

Q4aMA Teacher 17: Certainly, it varies according to the age and understanding of the student, and we must enhance in them leadership qualities.

Q4aMA Teacher 18: [Question and answer are missing]

Q4aMA Teacher 19: [Question and answer omitted]

Q4aMA Teacher 20: Middle school students are still in adolescence, which is an unstable stage, but in the secondary stage, stability and self-understanding begins, and the leadership personality appears more, the middle stage is just a love of control, meaning that the student only likes to impose herself, but in the secondary stage there is a kind of cooperative group education to some

extent and there is love and giving from the student to her colleagues, and I consider that this is the characteristic of the leader to be cooperative with others and initiate a solution of specific problem, and if there is a problem with the teacher, she goes and takes the initiative to solve this problem, and if it is a problem related to a fellow student that her grades are low, she takes the initiative to solve this problem, especially if she is a colleague. **So you think that one of the most important leadership qualities is the initiative to solve problems?** Yes, absolutely.

Q4aMA Teacher 21: - Certainly it differs greatly, I have taught the middle school and the secondary stage, the secondary stage finds more maturity, but the middle stage finds students opposed without any benefit because he only wants to prove the existence of only, but if the teacher can develop his personality and presence in a useful way, he becomes a better productive person, but in the secondary stage, you find the student more mature and opposed because his personality is characterized by calm and politics with their colleagues more, but on average it is just an imposition of an opinion. [question omitted some key terms that may have changed the response]

Q4bMA: What difference does age make in determining the possession of leadership qualities? Missing

Q4bMA Teacher 1: The environment and parents have a great role, as the student comes from home and she is obligated to attend, as the father and mother have given her powers of morals by imposing her presence, so this girl is considered a leader, and there are some girls in the third intermediate grade who feel the extent of their influence and that they are really leaders, so it is not on condition that the leader becomes difficult, severe or violent, but there are other methods that you find able to influence them.

Q4bMA Teacher 2: There is no particular difference, but maturity varies as they age, but I am talking about their thinking, as it has become one where middle school students can be compared to high school, with development and new technologies, there is no clear difference until primary school students can learn modern technologies

Q4bMA Teacher 3: Whenever the age group is delayed, it is difficult to influence them, in the university stage, it is difficult to influence them, but the middle and high school stages can be influenced by them.

Q4bMA Teacher 4: Yes, the middle stage and even the first grade of secondary can develop leadership qualities in them, meaning that whenever they are small, they can instill in them many qualities, but when the students are old, this makes it difficult to develop more qualities, but they can be influenced by insistence, so there is a difference made by the age level in determining the possession of leadership qualities.

Q4bMA Teacher 5: Mastery, skill, and style, this all varies according to age, as well as the teacher chooses according to age and individual differences between students.

Q4bMA Teacher 6: In one classroom, yes, there is a difference where there are students when you tell her to bring your homework and the duty of your colleague, and she says that she does not interfere with anyone, it shows that even at home she does not bear any responsibility, and some of them even enter the art class and do not have a paper to draw on, this is part of taking responsibility, so I always try to drop something else on them, and tell these students that they will go to university on the first day with their mother, so there is a contradiction, They make decisions and sometimes I get their words saying why my mother interferes in my life, they are rebellious in things and things that have a responsibility that they escaped by saying I do not know, but there are big differences after Corona that I noticed and told the teachers about there are big differences, there are girls who have developed greatly and girls who have fallen short

significantly, and I have examples of those who have developed where I asked them what did you do during the Corona period? They replied that they had attended remote courses, reading the book and many useful things.

Q4bMA Teacher 7: I think that the primary stage has a high leadership tendency in the beginning, they all want to participate in the work and they all want to head the group and when organizing them in the beginning the student begins to know the qualities that she has, when I distribute activities and tasks to them start as a teacher to refine their leadership qualities so that the differences between them are very close and understanding and consistent. But at the intermediate and high school levels, dealing with students to highlight their leadership qualities is more difficult than at the primary stage.

Q4bMA Teacher 10: Missing question and answer

Q4bMA Teacher 11: For one student, for the first grade of secondary school, the personal traits that the student grew up with in the environment as a leading personality will continue with him, but refine himself, the leader is the same as the leader and introvert can develop himself, but he will not become a leader and bold because it is a personal trait that can be developed, but it will not change.

Q4bMA Teacher 12: As an idea of group activity, the idea is the same, but the type of activity can vary according to their interests, the middle needs more activity movement and more entertainment, while the secondary becomes more mature and rational than the average.

Q4bMA Teacher 13: Missing question and answer

Q4bMA Teacher 14: Certainly, each stage has its features, and for me there are differences between the primary, middle and high school when I talk to students, and I think that secondary is the closest activity you give them they can do and the middle is less, but I feel that they are more creative if they find a good environment and one that helps them bring out the skills inside them.

Q4bMA Teacher 15: Missing question and answer

Q4bMA Teacher 17: I think it's the same leadership qualities, but they differ in activities according to the age of the students.

Q4bMA Teacher 18: Age is definitely determined by the environment of the house, is it accustomed to managing situations or so on. **Are the activities for the middle and high school stage the same or different?** Certainly, it varies according to the scientific subject and the student's confidence in himself and according to the lesson as well.

Q4bMA Teacher 19: [Question and answer omitted]

Q4bMA Teacher 20: Certainly, individual differences and education have a role if it is in an educated environment or an uneducated environment, and also family problems affect the student's personality, so the student cannot be a leader, as they affect the student.

Q4bMA Teacher 21: - Yes, there is a difference, but something very simple through activities that suit the age stage only. [different question was asked - **Are the educational activities that we provide to them to develop their leadership qualities the same activities or differ from the middle school from the secondary stage?- Response:** Yes, there is a difference, but something very simple through activities that suit the age stage only.]