

UDC 37.015.3/159.922.7
IRSTI 14.35.07; 16.31.15
DOI 10.56525/NBVJ5602

CURRENT ISSUES IN LEADERSHIP RESEARCH AMONG SENIOR HIGH SCHOOL STUDENTS

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Abstract. This study examines how leadership skills develop among senior high school students, focusing on both teaching methods and psychological factors. Leadership development during adolescence is crucial as it prepares students to handle personal, social, and future professional challenges. The research explores the evolution of leadership concepts and their application in the high school environment.

A detailed review of existing studies identifies effective strategies for leadership development. Teaching approaches, such as group projects, mentorship programs, and hands-on activities, promote critical thinking, collaboration, and problem-solving. Psychological factors like self-awareness, emotional intelligence, and social interactions are highlighted as essential for leadership growth. Activities such as student councils and team projects are shown to build confidence, empathy, and decision-making skills.

The findings suggest that combining effective teaching methods with understanding students' psychological needs leads to successful leadership development. This information is valuable for school psychologists, teachers, and educational administrators. It can help them design targeted programs and activities that enhance leadership skills and support students' overall development. By creating supportive environments and integrating leadership training into the curriculum, schools can help students become capable, confident leaders prepared to navigate challenges in a rapidly changing world.

Keywords: educational leadership, high school students, pedagogical approaches, psychological factors, adolescent leadership.

Introduction

Research on leadership among senior high school students is becoming increasingly relevant in modern education. Schools are tasked with both imparting knowledge and preparing the next generation of leaders. This responsibility is crucial because high school students are at a pivotal age where developing leadership skills can significantly impact their social, academic, and personal lives. In a rapidly evolving world marked by technological advancements, increasing globalization, and complex societal challenges, the need to integrate leadership training into the educational system is more apparent than ever. Such training equips students to navigate and shape their environments effectively, fostering skills that are essential not only for personal success but also for societal progress. Leadership education in schools, therefore, plays a fundamental role in preparing students to take on future challenges and opportunities with confidence and competence.

The purpose of this study is to look at different ideas about leadership for senior high school students in modern education. The research will focus on how leadership can be developed through teaching methods and on understanding the psychological factors that affect leadership behaviors during this important time of development.

The research will answer these questions:

- What are the main teaching theories that help leadership grow in senior high school students?

- How do psychological theories explain the leadership behaviors and growth in senior high school students?

The objectives of this research are:

- To study the teaching (pedagogical) methods that help develop leadership skills in senior high school students.
- To explore the psychological aspects of leadership, such as emotional, cognitive, and social influences, in this age group.

Literature and methodology

The methodology will involve a comprehensive literature review and thematic analysis of existing research to explore teaching leadership and the psychological factors that influence it among high school students. This process aims to identify common themes and new insights by examining a range of academic articles, books, conference papers, and educational reports focused on leadership in teenagers, pedagogical methods, and psychological influences. After collecting and organizing the data into themes, the information will be synthesized to understand the most effective strategies for teaching leadership. This synthesis will highlight the best practices and the role of psychological factors in developing leadership qualities within educational settings.

The concept of leadership, deeply embedded in history, has evolved substantially over the ages. The term "leadership" derives from the Old English word *leadere*, meaning "leader," initially used during the Middle Ages. Its contemporary interpretation as the act of influencing and guiding groups developed much later. According to the Oxford English Dictionary, leadership is defined as "the action of leading a group of people or an organization," emphasizing both action and influence [1].

Historical perspectives on leadership began to form in the 19th century. Francis Galton introduced the idea that leadership traits are inherent and passed down genetically, emphasizing "great men" as born leaders in 1869[2].

During the 1920s, Mary Parker Follett introduced the idea of leadership as a collaborative effort within organizations, emphasizing teamwork and collective objectives [3]. Early definitions, such as Stogdill's (1950), focused on the structural and interactive elements of leadership, describing it as the "initiation and maintenance of structure in expectation and interaction" within organizations [4].

As the research evolved, leadership increasingly became a topic of study within organizational and educational contexts. For instance, Leithwood and Jantzi in 1999 described leadership as a set of practices aimed at enhancing motivation and capabilities in educational settings [5], while Yukl in 2010 emphasized leadership as the process of influencing shared understanding and facilitating collective efforts towards common goals [6]. These diverse definitions illustrate leadership as a dynamic and evolving concept, adaptable to various contexts, including high school environments.

Table 1. Definitions of the "leadership"

No.	Source/Author	Definition	Year
1	Oxford English Dictionary	"The action of leading a group of people or an organization"	-
2	Francis Galton	Leadership traits are innate and hereditary, highlighting "great men" as natural leaders.	1869
3	Mary Parker Follett	Leadership is a collaborative process within organizational settings, emphasizing teamwork and collective effort.	1920s
4	Stogdill, R. M.	"Leadership is the initiation and maintenance of structure in expectation and interaction within an organization or group."	1950
5	Leithwood & Jantzi	"Leadership is the set of practices undertaken by school leaders to influence the motivation,	1999

No.	Source/Author	Definition	Year
		capacities, and working conditions of teachers to improve teaching and learning."	
6	Yukl, G. A.	"Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives."	2010

Adolescence, particularly the high school years, represents a pivotal period in psychological and social development, marked by rapid cognitive growth and identity formation. Prominent theories, such as Erik Erikson's psychosocial development framework, emphasize the identity vs. role confusion stage during this time, where teenagers actively explore their self-concept and core values—key foundations for leadership development (Erikson, 1968) [7]. Concurrently, Jean Piaget's theory of cognitive development highlights the emergence of formal operational thinking in adolescence, enabling abstract reasoning and problem-solving that are critical for effective leadership (Piaget, 1972) [8].

The prefrontal cortex, a brain region central to decision-making, planning, and impulse control, undergoes significant maturation during the teenage years. This neurobiological progression enhances adolescents' capacity for strategic thinking, empathy, and social regulation, aligning with the skills needed to navigate complex leadership roles (Blakemore & Choudhury, 2006) [9]. Research by Steinberg (2010) further underscores the role of social experiences during adolescence in shaping self-regulation and resilience, which are integral to leadership success (Steinberg, 2010) [10].

High school provides a fertile ground for cultivating these skills through extracurricular activities, such as student councils, sports teams, and community service projects. These settings allow teenagers to apply theoretical insights about leadership in practical, collaborative environments, fostering traits like communication, empathy, and adaptability (Eccles & Barber, 1999) [25]. Research suggests that structured leadership programs in schools, particularly those emphasizing experiential learning, significantly bolster adolescents' confidence and efficacy in leadership roles (Dempster, 2009) [11].

The intersection of neurological development and enriched social opportunities during high school creates an unparalleled environment for leadership growth. Leveraging these dynamics through targeted curricula can profoundly shape students into resilient and visionary leaders, prepared to navigate the complexities of future challenges.

Leadership development in high schools integrates both pedagogical and psychological approaches. Pedagogical efforts include student councils, group projects, and mentorship opportunities, providing students with hands-on leadership experiences. Psychological development focuses on building traits such as self-confidence, emotional intelligence, and interpersonal skills, essential for effective leadership. These combined approaches show that leadership education is a multifaceted process that blends theory and practice to prepare students for responsible and impactful roles in their schools and communities.

This article explores leadership development from these perspectives, focusing on how senior high school students can grow as leaders. It aims to bridge theoretical understanding with practical solutions to ensure leadership education benefits both individuals and society.

Pedagogical aspects of leadership.

Leadership development among senior high school students is a multifaceted endeavor that requires strategic pedagogical approaches and innovative practices. Research emphasizes the importance of integrating leadership training into educational environments through tailored activities, such as research initiatives and cooperative learning. Burtseva (2022) identifies critical pedagogical principles, highlighting the role of structured educational processes in nurturing

leadership qualities [12]. Khachaturova (2021) underscores the transformative impact of research activities on fostering leadership skills, and advocating for interactive and collaborative methods to enhance student engagement and competence [13]. In Kazakhstan, the focus on leadership within the educational system aligns with this global trend, integrating scientific theories to enhance pedagogical methods. These methods include project-based learning and collaborative tasks that are part of the national "Kazakhstan 2050 Strategy." This strategic focus is aimed at empowering young leaders by encouraging innovation and critical thinking, essential for navigating the complexities of a globalized world. Melnychenko et al. (2024) explore leadership development in specialized contexts within Kazakhstan, proposing innovative pedagogical strategies that could be adapted for general educational settings [14]. Moreover, Iermak (2023) emphasizes the significance of creating an educational environment conducive to leadership development, incorporating motivational and interactive methods to empower students [15]. Carraig et al. (2020) link leadership growth to self-regulation and stress management, suggesting the need for programs that address these dynamics to enhance student leadership capabilities [16]. Finally, Dzvonik (2019) highlights the effectiveness of initiation programs, such as leadership schools, in developing leadership qualities among socially active high school students [17]. Pedagogical efforts, such as student councils, group projects, and mentorship opportunities, provide students with hands-on leadership experiences, enriching the academic environment and preparing them to effectively lead others in the future. Collectively, these studies illustrate that effective leadership development involves a combination of well-designed pedagogical strategies, innovative environments, and attention to the personal and social factors influencing students, ensuring they are prepared to meet future challenges with resilience and skill.

Psychological aspects of leadership

Adolescence represents a transitional stage toward autonomy, characterized by processes of self-determination, the acquisition of psychological, ideological, and civic maturity, and the formation of a coherent worldview, moral consciousness, and self-identity. The emergence of self-awareness and the consolidation of a stable self-concept constitute the primary developmental milestones of this period.

Adolescence is marked by a pronounced tendency to expand social networks, a shift in the significance of interpersonal relationships, and a reorganization of interactions with adults. Peer groups at this stage play a crucial role in meeting the need for open, emotionally meaningful communication, which facilitates the establishment of new social connections and the process of self-discovery. As such, this developmental period is particularly conducive to the cultivation of leadership qualities, as it is characterized by a strong drive for self-actualization, active engagement, and the ability to take on responsibility.

The leadership role entails the performance of a defined set of functions, which necessitates the presence of specific personality traits and competencies in the individual assuming this position.

The psychological aspects of leadership have been examined by various scholars. R. Stogdill conducted research on leadership, formulating the Trait Theory of Leadership, which aimed to identify a consistent set of qualities inherent to effective leaders. This theory posits that leadership is primarily determined by innate personality traits, suggesting that only individuals with a specific constellation of characteristics are capable of assuming leadership roles. However, his findings indicated that it is not possible to isolate a universal set of traits that define leaders. Effective leadership was observed to depend on the context, with leaders demonstrating different personal qualities in various situations. As a result, Stogdill concluded that leadership is not solely a function of possessing particular personality traits but is also influenced by situational factors [4].

Similarly, to R. Stogdill, R. Mann, through an extensive analysis of multiple studies, proposed a comparable concept and identified specific attributes that significantly define effective leadership [4].

In addition to the aforementioned theory, there is also the Situational Leadership Theory, whose proponents emphasize the importance of the context in which leadership qualities and leadership itself are expressed. J. Hemphill, in particular, argued that each new situational context requires the leader to possess specific characteristics. Often, the qualities that are effective in one situation may be neutral in another or even hinder problem-solving under different circumstances.

In general, according to the Situational Leadership Theory, an individual aspiring to a leadership position must be able to adapt flexibly to the specific conditions and demands of the group in which they are operating. One of the most well-known behavioral leadership models is Douglas McGregor's Theory X and Theory Y, in which he identified two perspectives on human behavior in management. According to Theory X, a manager, due to the perceived lack of commitment among employees (or other factors), continuously oversees their actions. In contrast, Theory Y assumes that employees possess the ability to take responsibility for their decisions. They are granted the freedom and opportunities to express their creativity, pursue ambitions, and contribute meaningfully to the organization [12].

Amjad Islam Amjad believes that positive psychology has a beneficial impact on students' success and holistic development in school, suggesting a correlation between student leadership and academic achievement [13].

Having analyzed various leadership theories, Pu Wang posits that the formation and development of student leadership are primarily influenced by factors such as educational environment, individual personality traits, family upbringing, and age [14].

The main idea of the study, conducted by Marie Diane Wisner is to confirm the significance of recognizing strengths for enhancing leadership effectiveness. The research revealed that factors such as psychological capital (hope, self-efficacy, optimism, and resilience) and demographic characteristics influence effective leadership practices. Although strength ownership did not predict leadership effectiveness, the findings highlight the importance of fostering hope and purposeful thinking among students through leadership development programs [15].

The main finding of the study by Peter Kuhn and Catherine Weinberger is that leadership skills acquired in high school are associated with higher earnings and a greater likelihood of holding managerial positions in adulthood. These skills provide a significant wage premium, particularly in managerial occupations, and, while they are partially developed before high school, there is evidence supporting their teachability.[16]

Kazakhstan scholars' focus on the topic is that the development of a leader depends on the social environment, the ability to successfully socialize, and work effectively within a team. In the educational sphere, leadership is associated with the role of the educator, who motivates learners to achieve success and shapes future leaders. Personality development is grounded in purposeful activities that promote the development of professional orientations, continuous self-education, and self-improvement. Moreover, a modern leader must possess not only leadership qualities but also functional literacy skills and global competencies. In the context of the rapid integration of information and communication technologies into the educational process, the task of educators is to cultivate and develop leadership and managerial skills in students. Overall, these studies demonstrate that the development of leadership qualities depends on the educational environment and cognitive abilities, and that future success is directly linked to leadership skills [17].

Conclusion

In this article, we examined leadership from two perspectives: the development of leadership qualities from the standpoint of pedagogy and psychology. Effective leadership development is based on the implementation of targeted pedagogical methods, the creation of a supportive educational environment, and the consideration of various factors that influence student development. Such approaches, aimed at fostering critical thinking, resilience, and adaptability, help prepare students to successfully overcome the challenges of a globalized world and confidently take on leadership responsibilities in the future. Together, these findings highlight the importance of intentional educational approaches, psychological development, and social engagement in fostering leadership qualities. They demonstrate that leadership not only contributes to personal success but also helps students develop the skills necessary to effectively navigate the challenges of a complex and globalized world.

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КӨШБАСШЫЛЫҚТЫ ЗЕРТТЕУДЕГІ ӨЗЕКТІ МӘСЕЛЕЛЕР ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫ АРАСЫНДА

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Андатпа. Бұл зерттеу жасөспірімдердің көшбасшылық қасиеттерін дамытуға арналған әдеби-библиографиялық шолу болып табылады. Онда педагогикалық әдістер мен психологиялық факторларға баса назар аударылған. Жасөспірім кезеңіндегі көшбасшылық дағдыларды дамыту өте маңызды, өйткені бұл оқушыларға жеке, әлеуметтік және болашақ кәсіби қиындықтарды жеңуге көмектеседі. Зерттеуде көшбасшылық ұғымдарының эволюциясы және олардың мектеп ортасында қолданылуы қарастырылады. Бар қолда бар зерттеулерге жасалған егжей-тегжейлі шолу көшбасшылық қасиеттерді дамытуға арналған тиімді стратегияларды анықтауға мүмкіндік береді. Педагогикалық тәсілдерге топтық жобалар, тәлімгерлік бағдарламалар және практикалық сабақтар кіреді. Олар сыни ойлау, ынтымақтастық және мәселелерді шешу дағдыларын дамытуға ықпал етеді. Психологиялық

аспектілер, мысалы, өзін-өзі тану, эмоционалды интеллект және әлеуметтік өзара әрекеттесу, көшбасшылық қабілеттерді дамытудың негізгі элементтері ретінде атап өтіледі. Оқушылар кеңесіне және топтық жобаларға қатысу оқушылардың өзіне деген сенімділік, эмпатия және шешім қабылдау дағдыларын дамытуға көмектеседі.

Шолу нәтижелері тиімді педагогикалық әдістерді психологиялық қажеттіліктерді ескерумен үйлестіру көшбасшылық қасиеттерді сәтті дамытуға ықпал ететінін көрсетеді. Бұл ақпарат мектеп психологтарына, мұғалімдерге және білім беру мекемелерінің басшыларына пайдалы болады. Ол көшбасшылық дағдыларды жақсартумен қатар, оқушылардың жан-жақты дамуына ықпал ететін мақсатты бағдарламалар мен іс-шараларды әзірлеуге көмектеседі. Қолдаушы білім беру ортасын құру және көшбасшылық оқытуды оқу бағдарламасына енгізу арқылы мектептер оқушыларды тез өзгертін әлемнің қиындықтарын жеңуге дайын, сенімді және қабілетті көшбасшы ретінде тәрбиелей алады.

Түйін сөздер: білім берудегі көшбасшылық, жоғары сынып оқушылары, педагогикалық тәсілдер, психологиялық факторлар, жасөспірімдер көшбасшылығы.

АКТУАЛЬНЫЕ ПРОБЛЕМЫ ИССЛЕДОВАНИЙ ЛИДЕРСТВА СРЕДИ СТАРШЕКЛАССНИКОВ

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Аннотация. Данное исследование представляет собой литературно-библиографический обзор, посвящённый развитию лидерских качеств среди старшекласников, с акцентом на педагогические методы и психологические факторы. Развитие лидерских навыков в подростковом возрасте является крайне важным, так как оно помогает учащимся справляться с личными, социальными и будущими профессиональными вызовами. В работе рассматривается эволюция понятий лидерства и их применение в школьной среде.

Подробный обзор существующих исследований позволяет выделить эффективные стратегии для развития лидерских качеств. Педагогические подходы, такие как групповые проекты, программы наставничества и практические занятия, способствуют развитию критического мышления, сотрудничества и навыков решения проблем. Психологические аспекты, такие как самосознание, эмоциональный интеллект и социальные взаимодействия, подчеркиваются как ключевые элементы роста лидерских способностей. Участие в ученических советах и командных проектах помогает учащимся развивать уверенность в себе, эмпатию и навыки принятия решений.

Результаты обзора показывают, что сочетание эффективных педагогических методов с учетом психологических потребностей учеников способствует успешному развитию лидерских качеств. Эта информация будет полезна школьным психологам, учителям и руководителям образовательных учреждений. Она поможет в разработке целевых программ и мероприятий, которые не только улучшат лидерские навыки, но и поддержат всестороннее развитие учащихся. Создавая поддерживающую образовательную среду и интегрируя лидерское обучение в учебный процесс, школы смогут подготовить учеников к тому, чтобы они стали уверенными и способными лидерами, готовыми справляться с вызовами быстро меняющегося мира.

Ключевые слова: образовательное лидерство, старшеклассники, педагогические подходы, психологические факторы, подростковое лидерство.