

Leadership Training Groups in a Primary School: An Action Research

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ABSTRACT

The present study aimed at understanding students' and teachers' perceptions of the leadership training program and identifying the factors facilitated and hindered the program implementation in a primary school in Hong Kong. Twenty Primary Four to Six students from a local primary school participated in the leadership training program which consisted of adventure-based counseling workshops, social service opportunities and a two-day inter-school camp. Interviews, participant observation and student's journal were mainly used to collect information on students, teacher and social worker's perceptions on the program. Youth Leadership and Life Skills Development Questionnaire (YLLSDS) was also used to assess students' self-reported gain in leadership skills after the completion of the program.

The data revealed that students enjoyed much about the leadership-training program and the program was inviting in nature. The results of the YLLSDS also revealed that the students reported improvement in their leadership skills after participating in the leadership-training program. Teacher, students, and social worker

suggested that sufficient financial resource, periodic meeting, active student participation and interesting and challenging contents as well as the 5'P's of

Invitational Education were important factors enhancing the program implementation.

Different developmental needs, insufficient team-building among students, and inadequate time and place were hindering the program implementation Implications for improvement the leadership development program which were of interests to educators and guidance personnel were discussed.

